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NO. 1

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# The Slippery Rock State Normal School BULLETIN



## CATALOGUE NUMBER

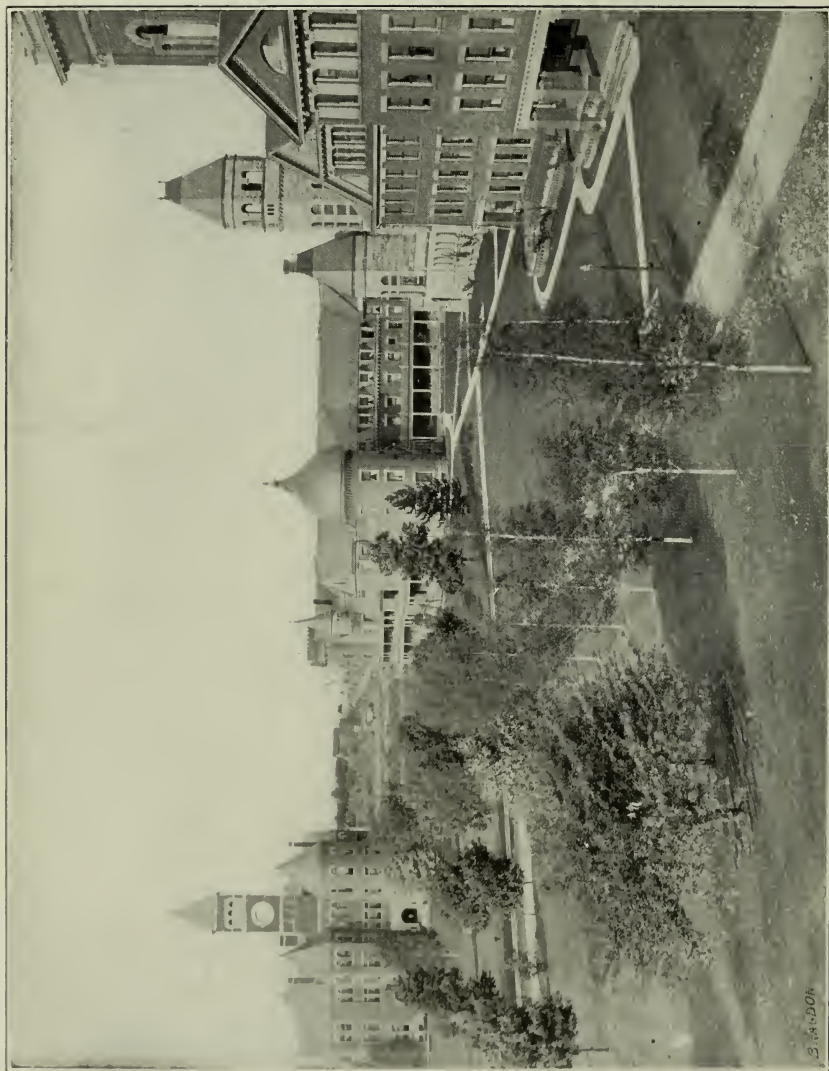
Published Quarterly in June, September, December and March  
By the Trustees of  
Slippery Rock State Normal School  
Slippery Rock, Pa.

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Act of March 1, 1879







Main Building

North Hall  
CAMPUS, LOOKING NORTH

Chapel

South Hall

# The Slippery Rock State Normal School Bulletin

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VOL. 34

JUNE, 1922

NO. 1

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Issued Quarterly in June, September, December and March by Trustees of  
Slippery Rock State Normal School

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## Thirty-Fourth Annual Catalogue

1921-1922

WITH ANNOUNCEMENTS FOR

1922-1923

Eleventh District  
SLIPPERY ROCK, PA.

# CALENDAR

## 1922-1923

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First semester—Registration Day, September 18, 1922.

Christmas recess, 4:15, December 22 to January 2, 1923.

Classes resume, 8:00 o'clock, January 3, 1923.

Second semester opens Monday, January 29, 1923.

Easter recess, 4:15, March 23 to Monday, April 2, 1923.

Classes resume. Tuesday, April 3, 1923.

Summer Term—Registration Day, Monday, June 18, 1923.

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## SOCIAL CALENDAR

Saturday, September 23—Faculty, Y. W. C. A. and Y. M. C. A.  
Reception to Students.

Saturday, October 21—Educational Conference.

Sunday, October 22—Organ Recital.

Monday, October 23—Junior Tea.

Tuesday, October 31—Hallow'en Party.

Saturday, November 4—Philomathean Society Anniversary.

Monday, November 6—Y. W. C. A. and Y. M. C. A. Play.

Monday, November 13—Senior Party.

Thursday, November 30—Slippery Rocket Play.

Sunday, December 17—Christmas Vespers.

Monday, January 22—Junior Party.

Saturday, February 3—Faculty Reception to Students.

Monday, February 12—Secondary Department Tea.

Thursday, February 22—Senior Play.

Monday, March 5—Senior Tea.

Saturday, March 17—St. Patrick's Day Party.

Monday, April 9—Secondary Department Party.

Saturday, May 5—Bryant Anniversary.

Monday, May 14—Junior-Senior Party.

Saturday, May 19—Literary Society Contest.

Saturday, May 26—Athletic Banquet.

Wednesday, May 30—Society Play.

Friday, June 1—Secondary Department Commencement.

Saturday, June 2—Opera.

Sunday, June 3—Organ Recital.

Baccalaureate Service.

Monday, June 4—Junior Play.

Tuesday, June 5—Class Day.

Alumni Evening.

Wednesday, June 6—Commencement.

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Note—Dates for the lecture course and other musical numbers will be announced from time to time.



## BOARD OF TRUSTEES

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### *Term Expires*

HON. JAMES M. GALBREATH.....	1923.....	Butler
JOSEPH H. GRANDEY .....	1923.....	Rochester
DR. SAMUEL C. MCGARVEY.....	1923.....	Bridgeville
HON. CHARLES H. KLINE.....	1924.....	Pittsburgh
T. PLUMMER MIFFLIN.....	1924.....	North Washington
ORIGEN K. BINGHAM.....	1925.....	Slippery Rock
W. R. HOCKENBERRY, M.D.....	1925.....	Slippery Rock
MRS. EDITH S. H. MCCAULEY.....	1925.....	Beaver

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## OFFICERS OF THE BOARD OF TRUSTEES

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HON. JAMES M. GALBREATH, *President*

MRS. EDITH S. H. MCCAULEY, *Vice-President*

ORIGEN K. BINGHAM, *Secretary*

JOHN A. AIKEN, *Treasurer.*

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## STANDING COMMITTEES

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JAMES M. GALBREATH

JOSEPH H. GRANDEY

MRS. EDITH S. H. MCCAULEY

### HOUSEHOLD COMMITTEE

JAMES M. GALBREATH

SAMUEL C. MCGARVEY

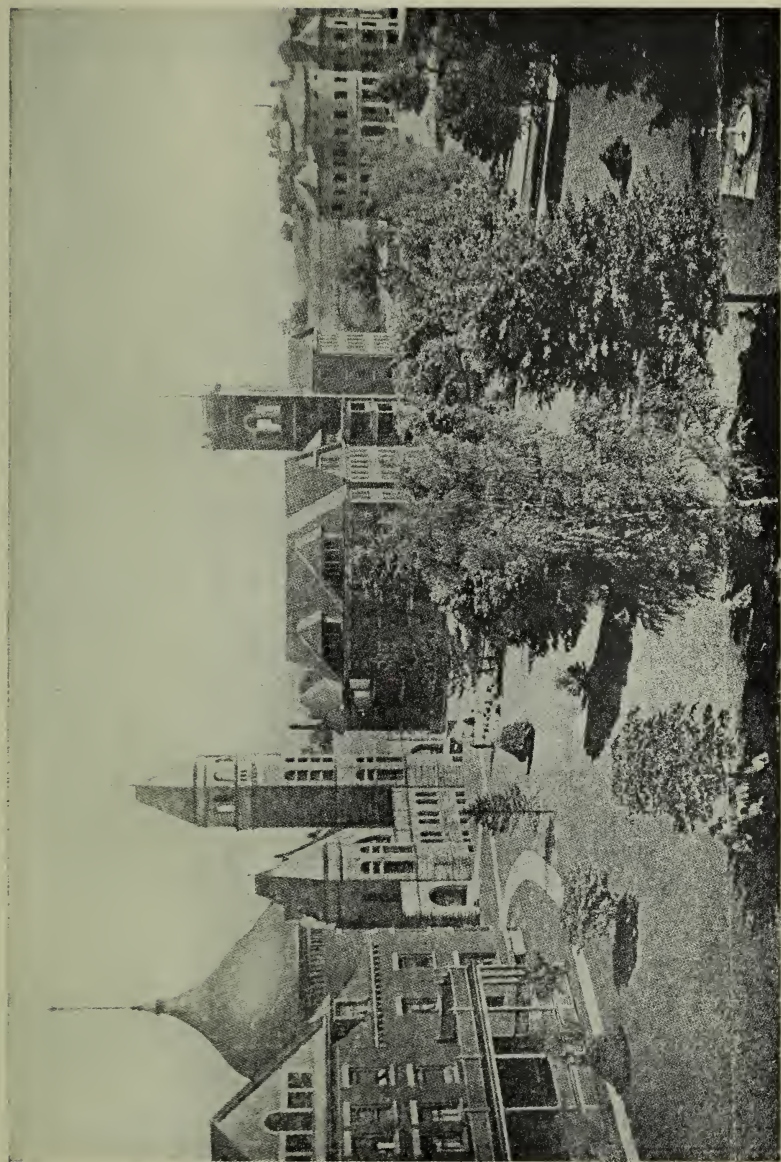
ORIGEN K. BINGHAM

### FINANCE COMMITTEE

CHARLES H. KLINE

T. PLUMMER MIFFLIN



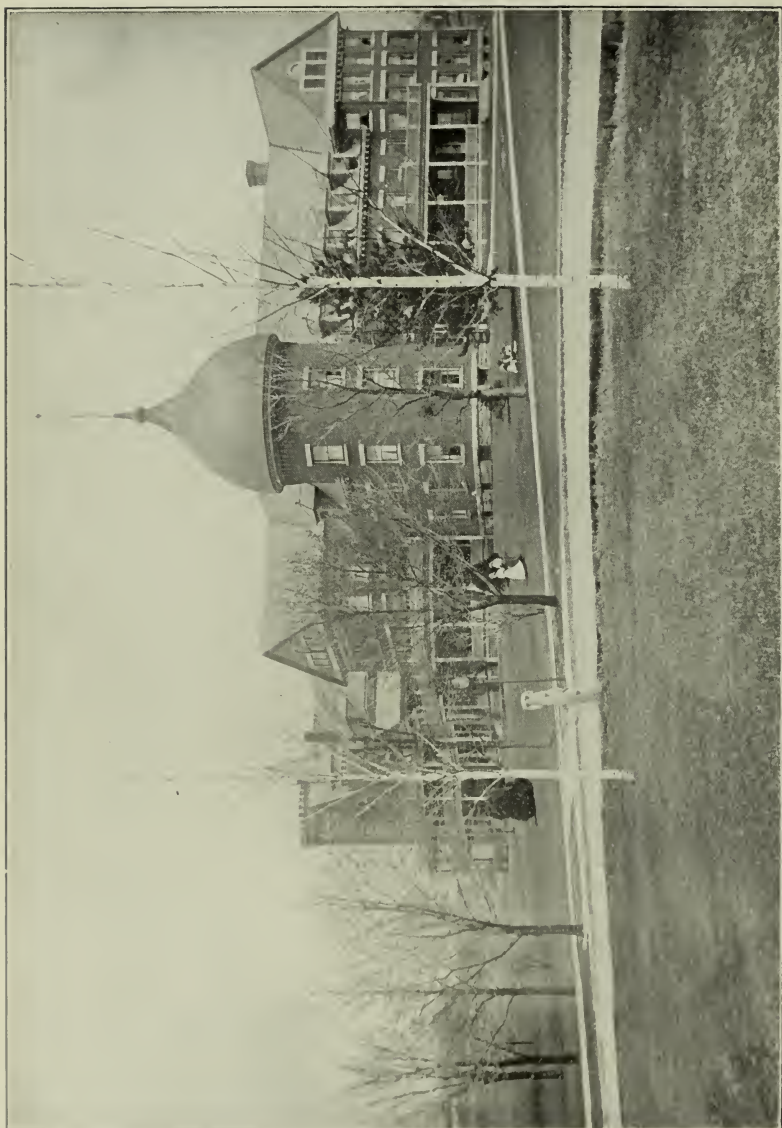


North Hall

Chapel

South Hall  
CAMPUS, LOOKING SOUTH

Gymnasium and Music Hall



NORTH HALL

## NORMAL SCHOOL FACULTY

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With the exception of the Principal and Deans,  
names are arranged in order of appointment.

J. LINWOOD EISENBERG, A.B., PH.D., Principal  
*Education*

J. B. COOK, B.S., M.S., Dean of Men  
*Public Speaking, Agriculture, and Physics*

THOS. C. BLAISDELL, A.B., PH.D., LL.D., Dean  
*English*

LILLIAN E. JOHNSON, Dean of Women  
*Primary Supervisor*

D. C. MURPHY, M.E., PH.D.  
*History and Methods*

REV. GEORGE L. HAMM, A.B., PH.D.  
*Psychology and History of Education*

INIS McCLYMONDS, M.E. (Pratt Institute)  
*Art and Handwriting*

CLAY C. RUFF, A.B., A.M.  
*Physiology and Science*

BEATRIX K. MARY, A.B., A.M.  
*Latin*

JOHN F. ALLISON, B.S., A.M.  
*Mathematics*

HOWARD L. HEADLAND, A.B.  
*Supervisor of Junior High School*

ADA V. MEITZLER, B.S.

*Supervisor of Grades 3 and 4 and Industrial Arts*

GERTRUDE MERSEREAU, B.MUS.

*Piano*

(Resigned)

ADDA M. ELLIOTT, M.E.

*English*

ALMA G. RICE

*Rural School and Geography*

JOAN EASLEY

*Dean of Music Department*

N. KERR THOMPSON, A.B.

*Coach, Mathematics, and Manual Training*

EDNA G. CAMPBELL, B.S., IN ED.

*French and Spanish*

R. M. STEELE, A.B., A.M., PH.B.

*Director of Training School*

S. H. WILLIAMS, B.S., M.S., SC.D.

*Nature Study and Science*

L. E. HEINMILLER, B.S., A.M., PD.D.

*Education*

I. C. WILLIAMS, ESQ., A.B., A.M., LL.B., M.F.

*Social Studies*

LUELLA BOWMAN, A.B.

*Commercial Department*

ELSIE GREATHEAD, B.S. in Ed., M.S.

*Supervisor of Grades 5 and 6*

Resigned

FLORENCE WALLER

*Public School Music and Orchestra*

MARION L. JOHNSON  
*Piano*

ARTHUR H. VINCENT, B.S.  
*Mathematics and Science*

FRANK A. LENHARDT, B.P.E.  
*Health Education*

GENEVIEVE MCCREARY, B.P.E.  
*Health Education*  
(Resigned)

MRS. ARTHUR H. VINCENT, B.L.I.  
*Oral English and Expression*

ROSE B. STEWART, B.C.  
*Teacher-Librarian*

HAZEL WERTMAN  
*Kindergarten*

AMY R. HOWLAND  
*Health Education*

ALVA C. GORBY  
*Dietitian and Nutrition*  
(Resigned)

RHUAMA VINCENT  
*Librarian*

MABEL BROWN  
*Nurse and Health Education*

MARY HELMAN, B.S.  
*Domestic Science*  
(Resigned April 1.)

HELEN JOACHIM  
*Domestic Science*



ABBY VIRGINIA HOLMES, M.D.  
*Health Education*

B. H. DIMIT, B.S.  
*Agriculture*

MRS. FRANK A. LENHARDT  
*Secretary to Principal*

MAREE MCKAY  
*Registrar*

PEARL MILLER  
*Stenographer*

ADAH ARMSTRONG  
*Clerk*

T. E. GLASPEY, A.B.  
*Superintendent of Grounds*

A. B. CRAWFORD  
*Bursar*

MRS. ELLEN M. PATTERSON  
*Matron*

MRS. ADA VARNUM  
*Matron*

MRS. MYRTLE ALBERT  
*Matron*



SOUTH HALL

NOV 1900





GYMNASIUM AND MUSIC HALL

## ALUMNI OFFICERS

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### GENERAL ALUMNI

President ..... Clare Book, R. D. Slippery Rock, Pa.  
 Vice-President ..... Beatty Dimit, R. D. Slippery Rock, Pa.  
 Secretary ..... Rhuama Vincent, Slippery Rock, Pa.  
 Treasurer ..... Carbus Magee, Slippery Rock, Pa.

### ALLEGHENY COUNTY

President ..... Mrs. Wm. H. Packer, Munhall, Pa.  
 Secretary .....  
 Treasurer ..... Dr. Eugene O. Pearson, Pittsburgh, Pa.

### BEAVER COUNTY

President ..... W. E. Rosenberger, Rochester, Pa.  
 Secretary ..... Leila Bonzo, Beaver, Pa.  
 Treasurer ..... Frank A. Barkley, Freedom, Pa.

### BUTLER COUNTY

President ..... John E. Kocher, Zelienople, Pa.  
 Secretary-Treasurer ..... Sylvia Cooper, Slippery Rock, Pa.

### MERCER COUNTY

President ..... Jack McDonald, Farrell, Pa.  
 Vice-President ..... Ethel Baker, Farrell, Pa.  
 Secretary-Treasurer ..... Louise McCollough, Farrell, Pa.

### ARMSTRONG COUNTY

President ..... A. J. Hogg, Dayton, Pa.  
 Secretary ..... Mary F. Rhea, Worthington, Pa.

## SENIOR CLASS, 1922

## GROUP I.

Abernathy, Sara Z.	Butler
Anderson, Mrs. Emma E.	Slippery Rock
Black, Matilda G.	Nineveh
Christy, Emogene Agnes	Shippingport
Cronin, Amanda Jane	Holidays Cove
Davison, Hazel Lucille	Parnassus
Denny, Hazel Belle	Cabot
Die Vart, Mary G.	Monongahela
Dight, Grace Marie	Slippery Rock
Douthett, Carrie Mae	Petrolia
Everette, Louise	McKeesport
Fennell, Alice I.	Salina
Ferrante, Anna	Wampum
Fisher, Emma K.	Braddock
Frasier, Johanna	Butler
Hall, Catherine Bonner	Butler
Henderson, Edna Hazel	Polk
Hunt, Ivabelle	New Castle
Ingham, Katherine	Ellwood City
Keefer, Elsie	Butler
Kennedy, Emmaline Christie	Butler
Lamey, Vera	Oil City
McAnlis, Ila	Edinburg
McClymonds, Helen Francis	Ellwood City
McCune, Claire Elizabeth	Beaver
McMeekin, Mary Ruth	Chicora
Murphy, Mary C.	Johnstown
Roberts, Florence	Mercer
Roberts, Mary	Mercer
Schink, Esther L.	Duquesne
Sinclair, Helen E.	Canonsburg
Smith, Helen Sara	Fombell
Spence, Katherine Elizabeth	Petrolia
Thompson, Eleanor Abigail	West Sunbury
Towzey, Ethel Louise	West Elizabeth
Wagner, Esther May	New Castle
Wise, Sarah S.	Zelienople
Wright, Marjorie Rozetta	Fombell

GROUP II.

Arner, Hazel Henrietta	Hilliard
Barnes, Alma	Jackson Center
Cooper, Genevieve LaFond	Slippery Rock
Cunningham, Gladys	Tarentum
Cheeseman, Mary Evelyn	Slippery Rock
Dugan, Hallie M.	Terrace
Dunning Florence	Slippery Rock
French Leanna M.	Waynesburg
Grandstaff, Virginia	Washington
Hall, Dorothy Vance	Slippery Rock
Hunsberger, Florence Elizabeth	Harrisville
Jamison, Helen	Parker's Landing
John, Myrtila Ella	Farrell
Luntz, Mary A.	Zelienople
McBride, Ethel F.	Imperial
McGeary, Irene Florence	Arnold
Nesbitt, Zelma Evelyn	New Castle
Phillips, Sarah Grace	McKees Rocks
Sankey, Clara	Keister
Schaffner, Lillian Margaret	Wheeling, West Va.
Sirianni, Josephine Marie	Ellwood City
Wick, Ruth Kathleen	Keister
Wigton, Katherine	Slippery Rock

GROUP III.

Beach, Oliver William	Stoneboro
Bishoff, Verna	Butler
Bruce, David Harry	Mars
Burckart, Helena M.	New Castle
Carter, Joseph Welker	Mercer
Dugan, Francis James	Harrisville
Dugan, Waldo Emerson	Harrisville
Dunka, Flora Nemes	Leechburg
Fisher, Sarah	Ellwood City
Gallagher, Grace	Chicora
Grove, Jacob Emmet	Valier
Hockenberry, Loyal D.	West Sunbury
Harlan, Freeda Laura	Kennerdell
Houtz, Harry Elmer	Cochranton
Harsh, Ruth	Bellevue

Hunter, Alice I.  
 Hunter, Leota  
 Hykes, Hazel Elizabeth  
 Huber, Florence  
 Kelly, Hazel Fay  
 Kramer, Dorothy  
 Knobelock, Jean  
 Lingerman, Ralph F.  
 Martin, Mary Eichbaum  
 McCollough, Esther May  
 McCollough, Franklin Pierce  
 MacFarland, Mary A.  
 McGarvey, Hazel  
 Nairn, Sadie Mrs.  
 Ormesher, Edith  
 Orr, Mary Elizabeth  
 Painter, Hoyt C.  
 Schenkel, Edwin N.  
 Schmoker, Pauline  
 Slawter, Eunice Evangeline  
 Sleigh, Frances Marion  
 Stoops, Lois Jeannette  
 Stoops, Paul Billingsley  
 Stoughton, Frank Walters  
 Walker, Mary  
 Weinstein, Isadore B.  
 Williams, Mazerna Elizabeth  
 Wilson, Ella Alice  
 Wilson, Mary Elizabeth

Beaver  
 New Castle  
 Saxonburg  
 Butler  
 Keister  
 Butler  
 Coraopolis  
 Claytonia  
 New Castle  
 Chicora  
 Slippery Rock  
 Sarver  
 Canonsburg  
 Houtzdale  
 New Kensington  
 Mercer  
 West Sunbury  
 N. S. Pittsburgh  
 Butler  
 East Pittsburgh  
 Sharpsburg  
 Karns City  
 West Sunbury  
 Butler  
 Beaver Falls  
 Mars  
 Emlenton  
 Ellwood City  
 New Castle

#### GROUP IV.

Beach, Dortha Beatrice  
 Catty, Helen Leola  
 Gillgrist, Sara Myrtle  
 Jacobs, Edith Mae  
 Jamison, Marguerite Viola  
 Lowndes, Hannah Ruth  
 McDowell, Frances  
 Stamm, Viletta Violet  
 Studebaker, Margaret Jane  
 Taylor, Clara  
 Thompson, Nellie Olive  
 Wright, Nannie

Harrisville  
 Prospect  
 Harrisville  
 Jackson Center  
 Boyers  
 Sharon  
 Boyers  
 Prospect  
 Slippery Rock  
 Portersville  
 Euclid  
 Jackson Center

#### HEALTH EDUCATION

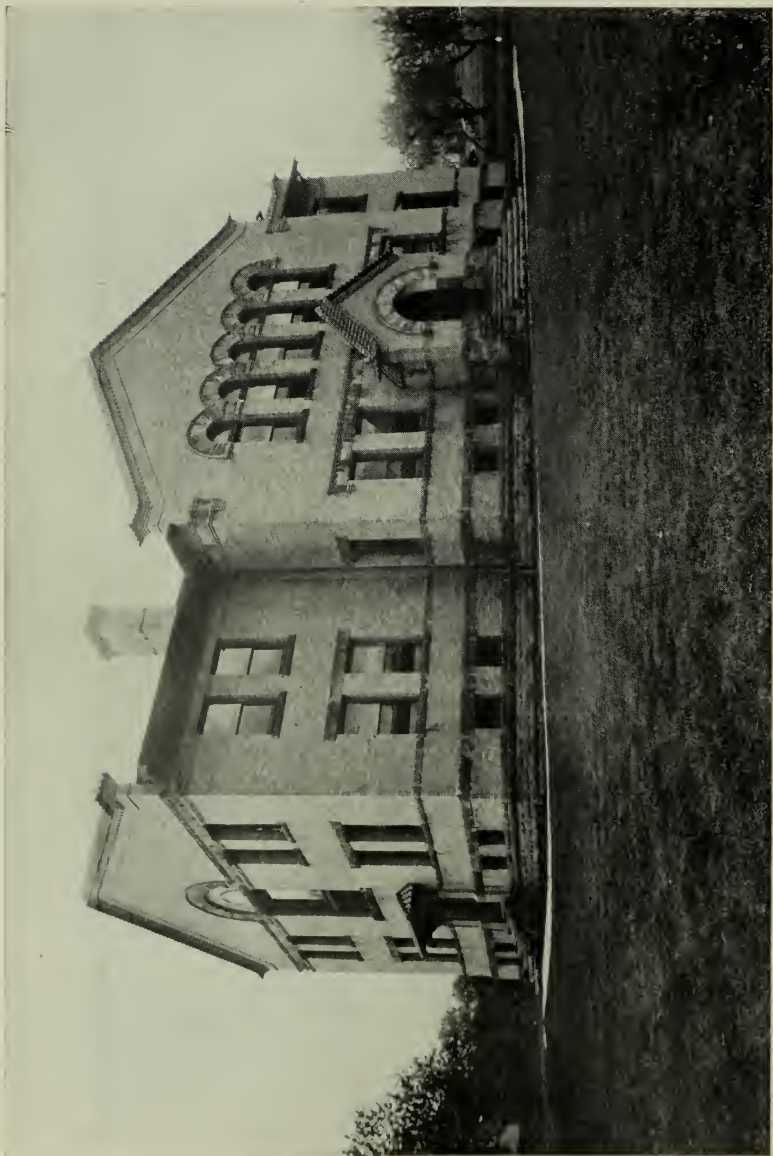
Christy, Josie Blanche  
 Harsh, Ruth

Connellsville  
 Bellevue





ADMINISTRATION BUILDING



TRAINING SCHOOL



# REPORT OF COMMITTEE ON REVISION OF NORMAL SCHOOL COURSE OF STUDY

ADOPTED MARCH 23, 1920 WITH REVISION OF 1922

## REQUIREMENTS FOR ADMISSION

1. Graduates of approved secondary schools who can present evidence of having completed fifteen units of high school work will be admitted as regular students to the state normal schools.

2. A unit shall consist of not less than thirty-six weeks of work requiring at least four periods per week of not less than forty minutes per period or its time equivalent. (Subjects not requiring out-of-class preparation or study shall require double time in estimating the units.)

3. Credentials of all students entering the state normal schools shall be received and evaluated by the normal schools and submitted to the State Department of Public Instruction for approval.

4. Adequate knowledge of the subject matter in the elementary subjects will be presupposed on the part of all students admitted to the normal schools.

5. Required units for admission:

English ..... 3 units

Mathematics ..... 1 unit

Science ..... 1 unit

Social Studies ..... 1 unit —After Sept., 1923, 2 units

Elective ..... 9 units—After Sept., 1923, 8 units

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Total ..... 15 units

6. The holders of permanent and professional certificates will be given one unit credit toward admission as regular students to the normal schools for each subject of high school grade written on the certificate.

7. Advanced credit will be given for equivalent courses in approved teacher training institutions, but no student may obtain a normal school certificate without a minimum residence of one year.

8. For the present the normal schools shall, when necessary, conduct a secondary department of first class high school grade for those students who do not have similar high school facilities available in their home communities.

## CURRICULA OF THE PENNSYLVANIA STATE NORMAL SCHOOLS

### STUDENTS MUST SELECT ONE OF FOUR CURRICULA

The four curricula that are offered to students have been organized upon the principle that teaching in the elementary schools can be classified into sufficiently definite types to require specialization. Each curriculum prepares for a specific type of teaching position.

The two years' work of the normal school is divided into four semesters. The work of the first semester is the same for all students. A large purpose of the work of the first semester is to acquaint students with the requirements for successful teaching in the different grades so that they may be able to decide intelligently in what grade or grades they prefer to teach. The course entitled "Introduction to Teaching," which includes observation and participation in the training school, is especially designed to aid students in a wise selection of a curriculum.

At the end of the first semester students are asked to select one of the four curricula for the purpose of specializing in a specific field of teaching. The work of each curriculum must be completed in its entirety. Students may be granted the privilege of changing

from one curriculum to another only on condition that the prescribed courses of any curriculum so selected must be completed before a certificate of graduation is granted.

#### THE FOUR CURRICULA

- Group I.* Two Year Curriculum for Kindergarten-Primary Teachers
- Group II.* Two Year Curriculum for Intermediate grade teachers.
- Group III.* Three Year Curriculum for Grammar Grades and Junior High School Teachers.
- Group IV.* Two Year Curriculum for teachers of rural schools.

# GROUP I (Kindergarten and Grades 1, 2, and 3)

## First Semester

		Periods	Credit Hours
E. 1	Introduction to Teaching .....	3	3
Eng. 1	English Fundamentals .....	3	3
Eng. 1.1	English Composition .....	2	2
Eng. 1.2	Oral Expression .....	2	2
S. 1	Nature Study .....	2	2
H. 1.1	Personal and School Hygiene .....	2	2
A. 1	Art .....	3	3
A. 1.1	Music .....	3	3
H. 1	Physical Education .....	3	1
		<hr/> 23	<hr/> 21

## Second Semester

E. 2	Psychology and Child Study .....	3	3
Eng. 2.1	English Composition .....	2	2
Eng. 12	The Teaching of Primary Reading .....	3	3
A. 12.2	Industrial Arts .....	2	2
A. 12.1	Music .....	2	2
A. 12	Handwriting .....	2	1
S. 12	Nature Study .....	1	1
H. 2	Physical Education .....	3	1
	*Elective .....	5	5
		<hr/> 23	<hr/> 20

\*This elective is provided so that students desiring to emphasize the sub-primary field may have the opportunity to take Kindergarten Theory, Kindergarten Materials and Methods, and observe in the Kindergarten, as the different schools may arrange.

For those who elect to teach in primary grades, the electives are to be chosen, with reference to the needs of primary teachers, from the list of electives.

## Third Semester

E. 3	*Student teaching, including School Efficiency and Conferences .....	15	15
E. 13	The Teaching of Primary Subjects .....	3	3
H. 3	Physical Education .....	3	1
		<hr/> 21	<hr/> 19

\*Those who elect to teach in the sub-primary field should have the major portion of their student teaching in this field.

## Fourth Semester

E. 4	History and Principles of Education .....	3	3
Eng. 14	Children's Literature and Story Telling.....	3	3
SS. 14	Educational Sociology .....	3	3
A. 14.1	Art .....	2	2
A. 14	Music .....	2	2
H. 4	Physical Education .....	3	1
H.14.1	Health and Hygiene in the Elementary School .....	3	3
	Elective .....	3	3
		<hr/> 22	<hr/> 20

Total of 80 semester hours.

# GROUP II (Grades 4, 5 and 6)

## First Semester Same as Group One

## Second Semester

E. 2	Psychology and Child Study .....	3	3
Eng. 2.1	English Composition .....	2	2
M. 22	The Teaching of Arithmetic .....	3	3
S. 22	The Teaching of Geography .....	3	3
SS. 22	The Teaching of Social Studies .....	3	3
A. 22.1	Music .....	2	2
A. 22.2	Art .....	2	2
A. 22	Handwriting .....	2	1
S. 22	Nature Study .....	1	1
H. 2	Physical Education .....	3	1
		<hr/> 24	<hr/> 21

## Third Semester

E. 3	Student Teaching Including Conferences and School Efficiency .....	15	15
Eng. 23	The Teaching of English .....	3	3
H. 3	Physical Education .....	3	1
		<hr/> 21	<hr/> 19

## Fourth Semester

E. 4	History and Principles of Education .....	3	3
Eng. 24	Juvenile Literature .....	3	3
SS. 24	Educational Sociology .....	3	3
A. 24.1	Art .....	2	2
A. 24	Music .....	2	2
H. 4	Physical Education .....	3	1
H. 24.1	Health and Hygiene in the Elementary School .....	3	3
	Elective .....	2	2
		<hr/> 21	<hr/> 19

Total of 80 semester hours

# GROUP III ( 3-year curriculum for Junior High School Teachers)

## First Semester

Same as Group One

## Second Semester

E. 22	Psychology A .....	3	3
Eng.2.1	English Composition .....	2	2
Eng. 2.2	Oral Expression .....	2	2
A. 32.1	Art .....	3	3
A. 32	Music .....	3	3
SS. 32	Social and Industrial History of U. S.....	3	3
S. 32	Economic Geography of U. S. ....	3	3
H. 2	Physical Education .....	3	1
		22	20

## Third Semester

E. 33	Psychology B .....	3	3
S. 33	World Problems in Geography .....	3	3
H. 3	Physical Education .....	3	1
	Elective .....	12	12
	English .....	3 — 3 or 6 — 6	
	Science I .....	3 — 3 or 6 — 6	
	Social Studies I .....	3 — 3 or 6 — 6	
	*Mathematics I .....	6 — 6	
	**Foreign Language .....	6 — 6	
		21	19

\*One year of Algebra and one of Plane Geometry are required in order to specialize in Mathematics.

\*\*Three years of Latin, including Cicero or two years of a modern foreign language, are required in order to specialize in a given foreign language.

## Fourth Semester

E. 34	Purpose, Organization and Development of Junior High School .....	3	3
H. 4	Physical Education .....	3	1
	Elective .....	15	15
	*English .....	3 — 3 or 6 — 6	
	*Science II .....	3 — 3 or 6 — 6	
	*Social Studies II .....	3 — 3 or 6 — 6	
	*Mathematics II .....	6 — 6	
	*Foreign Language II .....	6 — 6	
		21	19

\*These courses are open only to those who have taken the corresponding courses listed in the third semester.

## Fifth Semester

E. 3	Student teaching, including School Efficiency and Conferences .....	15	15
E. 35	Guidance .....	3	3
H. 5	Physical Education .....	3	1
	*Free Elective .....	2	2
		23	21

## Sixth Semester

SS. 36	Educational Sociology .....	3	3
E. 4	History and Principles of Education .....	3	3
E. 36.1	Educational Measurements .....	3	3
H. 6	Physical Education .....	3	1
H. 36.1	Health and Hygiene in the Junior High School .....	3	3
	*Free Elective .....	7	7
		22	20

\*Under "Free Elective" not more than 3 semester hours of Art, Music, or Health Education may be offered by any school.

The proposed curriculum provides that all who take it shall be qualified to teach English and at least two other subjects. The special fields such as Art, Music, Home Economics, Health Education, Commerce, Teacher-Librarian, etc., are not invaded.

The status of Geography as a Junior High School subject is, at present, not clearly defined. The use of the free elective as Geography when taken with 12 hours of General Science, will make, with the six required hours in Geography, a satisfactory preparation for teaching the subject in the Junior High School,—thus adding a fourth subject to the list which the graduate will be prepared to teach.

In general, the use of the free elective in connection with the 12 hours in any elective subject will give a superior preparation in that subject. The free elective may also be used for Handwriting, Home Economics, Educational Measurements, or any other subject at the option of the several schools.

## GROUP IV (Rural School Group)

First Semester  
Same as Group One

## Second Semester

E. 2	Psychology and Child Study .....	3	3
Eng. 2.1	English Composition .....	2	2
M. 42	The Teaching of Arithmetic.....	3	3
S. 42	The Teaching of Geography .....	3	3
SS. 42	The Teaching of Social Studies .....	3	3
A. 42.1	Music .....	2	2
A. 32.2	Art .....	2	2
A. 42	Handwriting .....	2	1
H. 2	Physical Education .....	3	1
		23	20

## Third Semester

E. 3	Student Teaching, including Conferences and School Efficiency .....	15	15
Eng. 43	The Teaching of Reading .....	3	3
H. 3	Physical Education .....	3	1
		21	19

## Fourth Semester

E. 4	History and Principles of Education .....	3	3
Eng. 44	Children's Literature and Story Telling .....	3	3
S. 44	Agriculture .....	3	3
SS. 44	Rural Sociology .....	2	2
A. 44.1	Art .....	2	2
A. 44	Music .....	2	2
H. 4	Physical Education .....	3	1
H. 44.1	Health and Hygiene in the Rural School.....	3	3
	Elective .....	3	3
		24	22

Total of 82 semester hours.

80 required for graduation.

The satisfactory completion of eighty semester hours shall be required for graduation in Groups I, II, and IV.

In Group III and Health Education 120 semester hours are required.

## GROUP III OF THE CLASS OF 1923

The second year of the former two year curriculum adopted in 1920, revised in 1921. This curriculum is given for this year only.

## 3rd Semester

E. 3	Student Teaching including		
	School Efficiency and Conferences.....	15	15
H. 3	Health Education .....	3	1
	Elective—Major Group .....	3	3
		21	19

## 4th Semester

E. 4	Hist. and Prin. of Education.....	3	3
SS. 34	Educational Sociology .....	3	3
H. 4	Health Education .....	3	1
	Elective—Major Group .....	6	6
	Minor Subject .....	3	3
	Elective .....	3	3
		21	19



## ELECTIVES

All electives are taught from the professional point of view and are of college grade of work.

All electives are to be chosen with special reference to the group in which the teacher is preparing to teach and with the approval of the principal of the school.

Each normal school is required to offer at least one elective in each of the six groups of electives. Additional electives of similar grade may be offered at the discretion of the principal of the school.

	SEMESTER	HOURS	CREDIT
<i>Education</i> .....	Educational Measurements .....	3	
	Educational Psychology .....	3	
	Kindergarten—Primary Methods .....	3	
	School Administration .....	3	
	Psychology of Adolescence .....	3	
	Physiological Psychology .....	3	
	Psychology of Common Branches .....	3	
<i>English and Foreign Language</i> .....	English Literature .....	3	
	The Teaching of Junior H. S. English.....	3	
	Latin .....	6	
	Modern Language .....	6	
<i>Mathematics</i> .....	Arithmetic .....	3	
	Solid Geometry .....	3	
	Plane and Spherical Trigonometry .....	3	
	Plane Trigonometry and Surveying .....	3	
	Intermediate Algebra .....	3	
	Advanced Algebra .....	3	
<i>Science</i> .....	Agriculture .....	3	
	Biology .....	6	
	Botany .....	3	
	Zoology .....	3	
	Chemistry .....	6	
	Principles of Geography (Human).....	3	
	Economic Geography .....	3	
	Histology .....	3	
	Household Chemistry .....	6	
	Physics .....	6	
	The Teaching of General Science .....	3	



<i>Social Studies</i> .....	Economics .....	3
	History .....	3
	Economic History of United States .....	3
	Sociology .....	3
	The Teaching of History in the Junior High School .....	3
<i>Arts</i> .....	Cookery .....	2
	Art .....	2
	Music .....	2
	Mechanical Drawing .....	2
	Sewing .....	2
	Woodwork .....	2

## BRIEF DESCRIPTION OF THE COURSES OF STUDY

### THE STATE COURSE OF STUDY

The state course of study is used as the basis for the courses in the teaching of the elementary school subjects.

### CLASSIFICATION AND NUMBERING OF COURSES

All courses are classified in seven departments. All courses numbered below 10 are common to all groups. A decimal indicates that two or more courses of the same department occur in the same semester. A single digit or the last of two digits indicates the semester in which the course occurs. The first of two digits indicates the group in which the course occurs.

### EDUCATION

#### EDUCATION 1—Introduction to Teaching.

All groups, 1st semester. 4 periods, 3 hrs. credit.

The primary purpose of this course is to aid students in selecting a specific curriculum at the end of the first semester, and to imbue them with a strong professional spirit and high standards of professional ethics. It includes considerations of the different types of teaching service, the general aims of the public schools and, more specifically, the work to be accomplished by the primary, intermediate, junior high and rural schools respec-

tively, a brief sketch of the characteristics of children in these different types of schools and the qualifications required of teachers to meet the needs of children at the different age levels in these different types of schools. The broad social aims of each type of school and its relation to the state are emphasized.

The instruction in this course is closely correlated with frequent visits of observation and participation in the training school.

### EDUCATION 2—Psychology and Child Study.

All groups, 2nd semester. 3 periods, 3 hrs. credit.

This is an elementary course in psychology combining the important topics of both general and educational psychology, and forming the basis of the specific courses in educational theory and practice. The chief topics considered are: (a) instinctive tendencies; (b) habit-formation; (c) memory, association (including localization of functions), and economy of learning; (d) the effective life; (e) the thought processes; (f) the extent and causes of individual differences among children, and the use of intelligence tests in determining them; (g) the treatment of exceptional children. About one-third of the course is given to the study of the characteristics of children at the different levels of growth.

One laboratory period each week is given to the observation of children. While this course is practically identical in all curricula, there is a differentiation in the observation of children and in the laboratory experiments, each group emphasizing the characteristics of children at the age level of its particular curriculum.

### EDUCATION 12—Kindergarten Theory.

Group 1, 2nd semester. 2 periods, 2 hrs. credit.

This course deals primarily with kindergarten aims, purposes, technique, and equipment. Special attention is given to modern tendencies in kindergarten practice, and particularly to the relation of the kindergarten to the primary grades. Observation and participation in the training school is a prominent feature of the course.

### EDUCATION 13—Primary Methods.

Group 1, 3rd semester. 3 periods, 3 hrs. credit.

This is a composite course including the best modern primary methods in number, geography, history, and handwork. It is devoted to a consideration of environmental materials in geography and the development of correct geographical concepts; to the aims and purposes of history in the primary grades and the materials available for these grades, with emphasis on

the selection of materials for patriotic and other special days; to the best methods of inculcating in children simple health habits; and to the best available means of seat work through paper cutting, weaving, clay modeling, etc.

#### EDUCATION 4—History and Principles of Education.

All groups, 4th semester. 4 periods, 4 hrs. credit.

This is an integrating course and aims to bring together and interpret the details of educational theory and practice represented by the preliminary courses, and to leave with the student a unified body of educational doctrine. The course begins with a brief review of the origin and development of present day practices and tendencies in public school education, the large emphasis being placed on these movements that have originated, or at least have come into prominence, since the time of Rousseau. The discussion of such topics as: the aims and purposes of education; the development of various conceptions of educational values; and the history and present status of such educational movements as: vocational education; the treatment of backward children; scientific measurement; the junior high school; the doctrine of interest; formal discipline; the transfer of learning; project and problem teaching; and the socialized recitation.

#### EDUCATION 3—Student Teaching.

All groups, 3rd semester. 10 periods, 10 hrs. credit.

*The Training School.* The training school is the pivotal point of all the work of the normal school. It functions as a laboratory for every department of the school and articulates with peculiar intimacy with the Department of Education.

*Observation and Participation.* Although student teaching is confined to the senior year, junior students are given frequent opportunities for participation in the work of the training school and observation of expert teaching in the training school is a feature of all the courses in education and of many other courses throughout the curricula. One critic teacher is assigned to each two class-rooms, and demonstration lessons are taught from time to time in exemplification of the various phases of good educational practice.

*Distribution of Time.* A minimum of two consecutive sixty-minute periods per day for one semester is given to student teaching. Where two student teachers are assigned to the same class in the training school the assignments are so adjusted that each student teacher has a definite problem. The distribution of teaching time is designed to give progressively to the student an increasing class responsibility.

*Lesson Plans.* Plan forms are used, upon which all lessons taught by student teachers are planned. Critic teachers hold daily conferences with the student teachers under their charge and approve all lesson plans of student teachers before the lessons are taught.

*Student Teachers.* Every student teacher confines his teaching to the grades of the group which he has elected. Student teachers electing group I and group II have practice experience in all the subjects of the curriculum and, if possible, in all the grades of the group. Student teachers electing group III confine their practice teaching largely to the subjects in which the student has elected to specialize and, if possible, have practice teaching in all the grades of the group. Student teachers electing group IV confine their practice teaching largely to the rural one-room ungraded school and have opportunity for contact with the community problems. All assignments for student teachers contemplate the completion of a unit problem.

*Training Classes.* Training classes aim to have not less than twenty nor more than thirty pupils; that is, enough pupils to set up a normal social situation and yet not so many as to unduly tax the limited skill of the teacher.

*The Pupils.* The pupils in the training school by reason of the careful planning of each lesson and the close supervision of expert teachers, as well as through the use of abundant and elaborate equipment of the normal school, are most favorably situated to secure the best possible education.

In addition to practice teaching for group one to include the following:

This course correlates closely with the student teaching deriving a large part of its meaning from the teaching experience of the student. The instruction is shaped by the aim and purposes of the kindergarten and grades one, two and three, and includes such topics as: class-room routine, the organization of the daily study and recitation program, hygienic standards for and care of class-rooms; the making and keeping of records; and is followed by the analysis and study of such class-room technique as: the significance of the play spirit in the primary grades; the management of primary grades; the use of seat work; the value of dramatic expression; types of class-room exercises applicable in the primary grades; and the project and problem method as applicable to children of this age; and the practical application of educational tests and scales.

For group two to include the following:

This course correlates closely with the student teaching deriving a large part of its meaning from the teaching experience of the student. The instruction is colored and shaped by the purposes and nature of the work in the intermediate grades and includes class-room routine, the daily study and recitation program, hygienic standards for and care of class-rooms,

the making and keeping of records, and is followed by the analysis and study of such class-room technique as: methods of lesson assignment; types of class-room exercises; efficient methods of study; types of questioning; the value and uses of intelligence and educational tests; and the project and problem method as applicable to the fourth, fifth and sixth grades. The problem of discipline in these grades receives attention.

For group three to include the following:

This course deals with the principles of instruction common to the teaching of all subjects in the seventh, eighth and ninth grades and is closely correlated with student teaching. Consideration will be given to such topics as types of lessons, the recitation, the assignment, the question, the project and problem method, the socialized recitation, lesson plans, supervised and independent study, the use of educational tests and scales, problems in discipline, economy in class-room management. A considerable part of the time of this course is devoted to a discussion of educational guidance problems. The course analyzes the processes and problems of the important types of human occupations, the aptitudes and training required for each, the financial rewards, the hazards, the opportunities and avenues for advancement in each field. As far as possible typical occupations are studied at first hand including occupations of agriculture, manufacture, transportation, exchange, public service, professional service, domestic and personal service, and clerical occupations. The pertinent printed matter in books, pamphlets and magazines is examined and organized.

## *ENGLISH AND FOREIGN LANGUAGE*

### *ENGLISH*

#### ENGLISH I—English Fundamentals.

All groups, 1st semester. 3 periods, 3 hrs. credit.

The purpose of this course is to acquaint the student with the source of material in English and the forms of correct expression.

A definite standard of written and spoken English must be acquired and maintained by all students. Further work in English without extra credit will be required of all who fail to reach and maintain this standard.

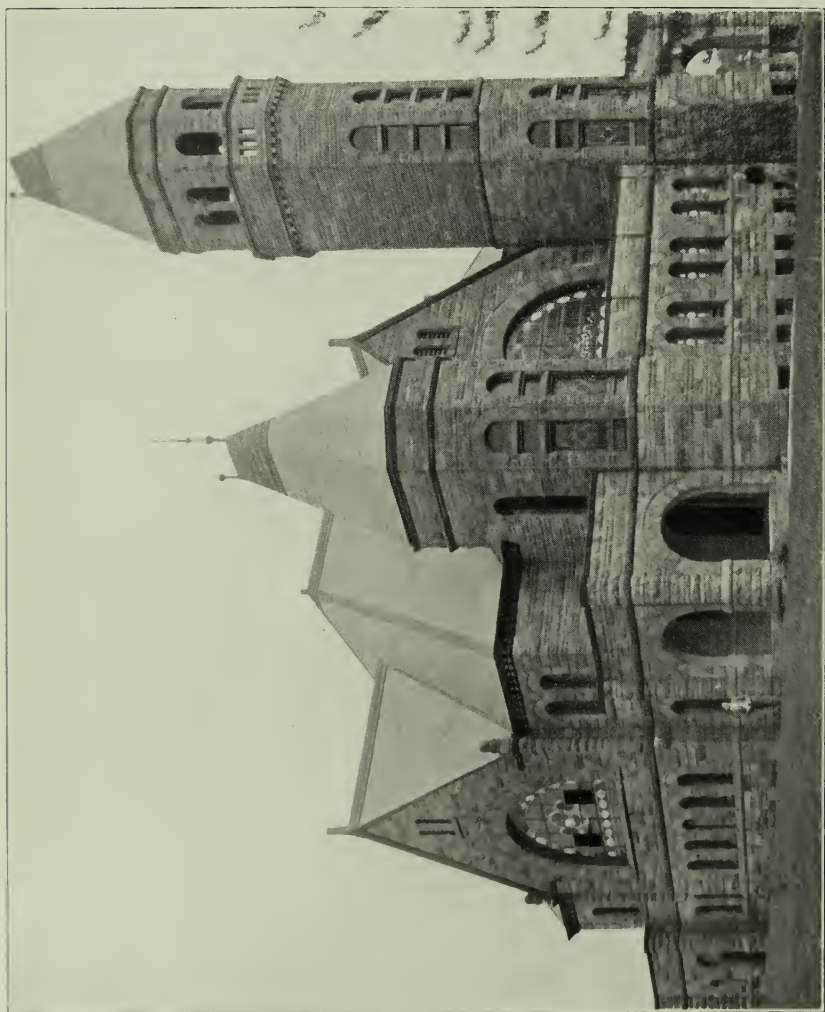
A few periods of instruction are given in the method of classifying and cataloguing books and in the use of reference books, readers' guides, etc.

About a third of the time of the course is devoted to a thorough review in the basic principles of English grammar and special attention is paid to the structure of sentences and the syntax of their various parts. The course includes a brief history of the language and the principles underlying its development.





CAMPUS SNOW SCENE



CHAPEL



About a sixth of the time of the course is devoted to a study of words including pronunciation, diacritical marking based on a generally recognized system of phonetics and attention is paid to basic principles in etymology.

#### ENGLISH 1.1,2.1—English Composition.

All groups, 1st and 2nd semesters.

2 periods, 2 hrs. credit each semester.

This course includes a thorough study of the forms of English prose composition together with much practice in writing. The four types of English prose; narration, description, exposition, and argumentation are carefully studied and analyzed with reference to form, content and technique. Special attention is given to the essay and the short story as media of prose expression and students are required to write frequent themes illustrative of the various prose forms discussed. These are made the subject of class criticism and discussion. The teacher in charge of the class meets the students from time to time for personal consultation.

#### ENGLISH 2—Oral Expression.

All groups, 2nd semester. 2 periods, 2 hrs. credit.

This course is designed primarily to insure (1) a good teaching voice and (2) effective address with facility and ease in oral expression.

#### ENGLISH 12—The Teaching of Primary Reading.

Group 1, 3rd semester. 3 periods, 3 hrs. credit.

The primary aim of this course is to enable the student to acquire skill in the teaching of reading to beginners, including the development of skill in the use of phonics. This course includes a comparison of the principle methods of teaching reading and the historical development of various methods of teaching reading are traced. Consideration is given to the psychological processes involved in reading. The student acquires familiarity with the means of measuring efficiency in reading. This course is accompanied with observations of primary reading classes as well as the actual teaching of reading.

#### ENGLISH 22—The Teaching of Oral and Written Composition.

Group II, 3rd semester. 3 periods, 3 hrs. credit.

The aim of this course is to ascertain how to secure free self expression from the pupil in oral and written composition. Special stress is placed upon oral composition as speech functions more largely than written com-

position in life. The prospective teacher is made to realize the necessity of assisting the pupil to form clear percepts and images as a basis for clear expression. The acquisition of a vocabulary by the pupil and his manner of applying it in the expression of his thought is carefully studied. Easy and natural transition from oral to written composition is the end sought in the teaching of composition. The use of standard measurements and tests in oral and written composition is taught in connection with this course.

### ENGLISH 43—The Teaching of Reading.

Group IV, 3rd semester. 3 periods, 3 hrs. credit.

The aim of this course is to enable the student to acquire skill in the teaching of reading to beginners and the handling of the technique of silent reading with older pupils. Attention is given to the development of skill in the use of phonics. Consideration is given to the psychological processes involved in reading. The student acquires familiarity with the means of measuring efficiency in oral and silent reading. The course includes a comparison of the principal methods of teaching reading and is accompanied with observations of oral and silent reading classes as well as the actual teaching of such classes.

### ENGLISH 14 and 44—Children's Literature and Story Telling.

Groups I and IV, 4th semester. 3 periods, 3 hrs. credit.

This course involves the collection and study of literature in verse and prose suited to children of this age. The selections are studied for the purpose of finding the elements contained therein that are likely to appeal strongly to children. The study of folk tales and fairy stories is included in this course.

The course in story telling covers the principles involved in telling stories to children. It involves also the application of the principles of child psychology and voice training to the telling of stories.

### ENGLISH 24—Juvenile Literature and Silent Reading.

Group II, 4th semester. 3 periods, 2 hrs. credit.

This course is planned to give a foundation for teaching literature and silent reading to pupils of the intermediate grades.

It aims to give an adequate knowledge of those literary types that are most suitable for children of this age.

Magazines and current literature are studied and selections made from these sources as well as from standard authors.

A study is made of the difficulties that children meet in their effort to

comprehend thought from the printed page. Students are made familiar with the scientific measurements of silent reading.

### MATHEMATICS

#### MATHEMATICS 22—The Teaching of Arithmetic.

Group II, 2nd semester. 3 periods, 3 hrs. credit.

This course aims to develop a systematic presentation of the facts and principles of arithmetic with special emphasis upon the topics that are most significant in the work of the intermediate grades. The treatment illustrates at every step the most effective methods of teaching arithmetic. Attention is given to the results of the recent experiments in the psychological processes involved in the teaching of arithmetic and to the measurement of efficiency in this subject by the standard tests and scales. Observation of the teaching of arithmetic in the intermediate grades is an essential part of the course.

#### MATHEMATICS 42—The Teaching of Arithmetic.

Group IV, 2nd semester. 3 periods, 3 hrs. credit.

This course aims to present a systematic study of the topics in arithmetic that are found in the course of study of the rural school. A special effort is made to have students understand how to use the resources of the country in supplying opportunities for the application of arithmetic. Attention is given to the psychology of arithmetic and to the standard measurements in this subject. Observation is an essential part of the course.

### SCIENCE

#### SCIENCE 1—Nature Study.

All groups, 1st semester. 3 periods, 2 hrs. credit.

The word nature study is used in a broad sense to cover all phases of elementary science adapted to all groups. This course aims to give the student a definite body of knowledge of common forms of environmental materials and to supply the principles that will guide him in selecting and using environmental materials wherever he may be located. The course includes as wide a range of observation as possible of materials which the prospective teacher may be called upon to use in his work. Field trips are supplemented by laboratory study. For teachers of the upper grades a differentiation is made in favor of materials that supply the basis for further scientific study especially in the field of biology.

### SCIENCE 22 and 42—The Teaching of Geography.

Groups II and IV, 2nd semester. 3 periods, 3 hrs. credit.

This is a general course in geography given from the standpoint of man's reaction to his environment and aims to co-ordinate fundamental principles of geography. The course is developed from the viewpoint of causal relations rather than the mere enumeration of facts and principles. As far as time permits some study is made of regional geography as a type of further application. Students get training in the organization and the presentation of geographic data through the use of the project and problem method; in the preparation and the use of maps, graphs, diagrams, and other illustrative material; and in the problems and methods involved in teaching field geography. Students are made familiar with the use of standard educational measurements in geography. The observation of classes in the teaching of geography is a necessary part of the course. Such differentiation in the application of the above principles and methods is made for the different groups as the course of study in geography requires.

### SCIENCE 44—Agriculture.

Group IV, 4th semester. 3 periods, 3 hrs. credit.

A large purpose of this course is to give to the teachers of rural schools an insight into and a sympathy with the basic industry of the rural population and to appreciate the larger aspects of this industry as related to our national welfare. The rural teacher is instructed how to relate a knowledge of agriculture to the experiences of rural children with a view to motivating the teaching of the common branches. Opportunity is offered for participation in agriculture projects so that teachers can initiate and supervise projects with their pupils. Through this course teachers come in touch with the leaders of agricultural improvement and learn of the available sources of information on agricultural subjects.

## *SOCIAL STUDIES*

### SOCIAL STUDIES 22—The Teaching of History.

Group II, 2nd semester. 3 periods, 3 hrs. credit.

This course includes a study of such history as will equip students to teach the history of the intermediate grades as recommended by the state course of study. Observation of teaching in these grades is a feature of the course.

Attention is given to teaching civics in the intermediate grades. The course for the fourth and fifth grades centers around the idea of community co-operation emphasizing those who furnish us food, clothing shel-

ter, medical aid, light, transportation, protection, etc. The work for the sixth grade centers around the idea of industrial co-operation with emphasis upon vocational opportunities, study of community service through occupation, and the qualifications required for each occupation.

### SOCIAL STUDIES 42—The Teaching of History.

Group IV, 2nd semester. 3 periods, 3 hrs. credit.

This is a composite course in the teaching of history and civics using as a basis the report of the Committee of Eight of the American Historical Association and bulletin No. 23, 1915, of the United States Bureau of Education entitled "The Teaching of Community Civics." Special emphasis is laid upon the opportunities for citizenship in rural communities and upon the ultimate dependence which all civilization has upon the products of the soil. This course aims to develop resourcefulness in the student in the use of available text and reference books.

### SOCIAL STUDIES 14, 24 and 34—Educational Sociology.

Group I, II, III, 4th semester. 3 periods, 3 hrs. credit.

### SOCIAL STUDIES 44—Rural Sociology.

Group IV, 4th semester. 3 periods, 3 hrs. credit.

The primary aim of this course is the inculcation in the minds of the students of a love for and just appreciation of the importance of a healthy country life, and includes consideration of such topics as: defects of present day country life, treated constructively; the lack of rural pride and rural co-operation; land tenantry; migration from the country to the city and its causes; co-operative buying and selling; the need for scientific agriculture; the country home; the country church; good roads; and the country school as an agent in intellectualizing, socializing and spiritualizing country life.

## ARTS

### ART 1—Art.

All groups, 1st semester. 3 periods, 1½ hrs. credit.

The aim of this course is to enable students to teach the public school course of study in drawing including the representation of common objects, the elementary principles of design, lettering, composition, and color harmony in their application to dress, home, school, and community interests; to give students facility and confidence in their ability to draw and illustrate on the blackboard a wide range of school subjects; to develop appre-



ciation of art and ability to teach pupils the appreciation of art including the study of pictures. Such differentiation is made in this course for the different groups as the course of study requires including the teaching of the elements of mechanical drawing for the upper grades.

### ARTS 12, 22 and 42—Handwriting.

Groups I, II, and IV, 2nd semester. 2 periods, 1 hr. credit.

At the beginning of this course the handwriting of students is measured by one of the handwriting scales and if they fall below the standard set for teachers they are put in special classes for practice. The time of this course is devoted largely to methods of teaching writing, and to developing skill in blackboard writing. Students are instructed in the results of the recent investigations in the psychology of writing. Through measuring their own handwriting and the handwriting of children, students become acquainted with the use of handwriting scales.

### ARTS 12.2—Industrial Arts.

Group I, 2nd semester. 4 periods, 2 hrs. credit.

This course aims to instruct students in the use of various materials that will enable them to work out simple problems as they arise out of the daily necessities of food, clothing and shelter. Students learn to appreciate the problems that are within the interests of children and how such problems may be graded according to the child's control of technique. The course includes clay modeling, paper and cardboard construction and simple problems in wood and textiles. Students observe demonstrations of this work in the training school and participate in such work.

### ARTS 12.1, 22.1, 42.1—Music.

Groups I, II, IV, 2nd semester. 2 periods, 1 hr. credit.

### ARTS 14.1, 24.1, 44.1—Music.

Groups I, II, and IV, 4th semester. 2 periods, 1 hr. credit.

This course presupposes a knowledge of the elements of music. The purpose of this course is to fit students to teach music in the public schools. The salient features of this course are: a treatment of the child voice, a study of the tonal and rhythmic problems of each grade, ear training, melody writing, sight reading, and part singing, a study of the song material adapted to each grade, the use of the phonograph to develop musical appreciation, and the development of musical programs. Students are taught how to apply the standard musical tests to discover musical talent. Observation and practice teaching are a requirement of the course.



ARTS 14, 24, 44—Art Education.

Groups I, II, IV, 4th semester. 4 periods, 3 hrs. credit.

### HEALTH EDUCATION

HEALTH 1.1—Personal and School Hygiene.

All groups, 1st semester. 2 periods, 2 hrs. credit.

*Personal Hygiene*—The aim of this course is to secure in the students settled habits in the care of the body which will lead to stronger, healthier and more efficient lives. The course aims to have students understand the hygiene of posture, nutrition, clothing, exercise, fatigue, rest and sleep; the causes of ill health and disease together with their control and prevention. Only those facts of physiology and anatomy which have special significance for hygiene are considered. The instructor will hold personal conferences with students as a part of the course.

*School Hygiene*—The aim of this course is to equip the student with the knowledge of school and child hygiene necessary for a teacher. The following topics are included: normal growth and its standards; the ill effects of malnutrition, bad air, lack of exercise, excessive exercise, lack of proper rest, defective vision, defective hearing, adenoids, diseased tonsils; remedies for various defects and the best methods of treating them from the school standpoint; hygiene of program making; school sanitation including school furniture, ventilation, heating, lighting, water supply, toilets, etc.; regulations of state and local boards of health; the problem of nutrition as applied to school children with laboratory exercises in food values and food preparation. Observation of good hygienic school conditions and of good hygiene teaching is an important feature of this course.

HEALTH 1.2—Health Education.

All groups, 1st and 2nd semesters.

3 periods, 1½ hrs. credit each semester.

*Two hours each semester—Physical Education*—floor work; apparatus; marching; rhythmic work, including clubs, wands, and folk dancing; games; athletics, including track and field events, tennis, hockey, hiking, skating, etc. Corrective work, including proper exercises for students unable to take regular gymnasium work.

*One hour each semester*—a graded course in health education including physical exercises and games arranged to meet the needs of children at various stages of development through the grades. Discussion of the different theories of play, and the management and equipment of playgrounds. First aid in emergencies is included.

### HEALTH 3, 4.—Health Education.

All groups, 3rd and 4th semesters.

3 periods, 1½ hrs. credit each semester.

*Two hours each semester*—*Physical Education*—floor work; apparatus; marching; rhythmic work, including clubs, wands, and folk dancing; games; athletics, including track and field events, tennis, hockey, hiking, skating, etc. Corrective work, including proper exercises for students unable to take regular gymnasium work.

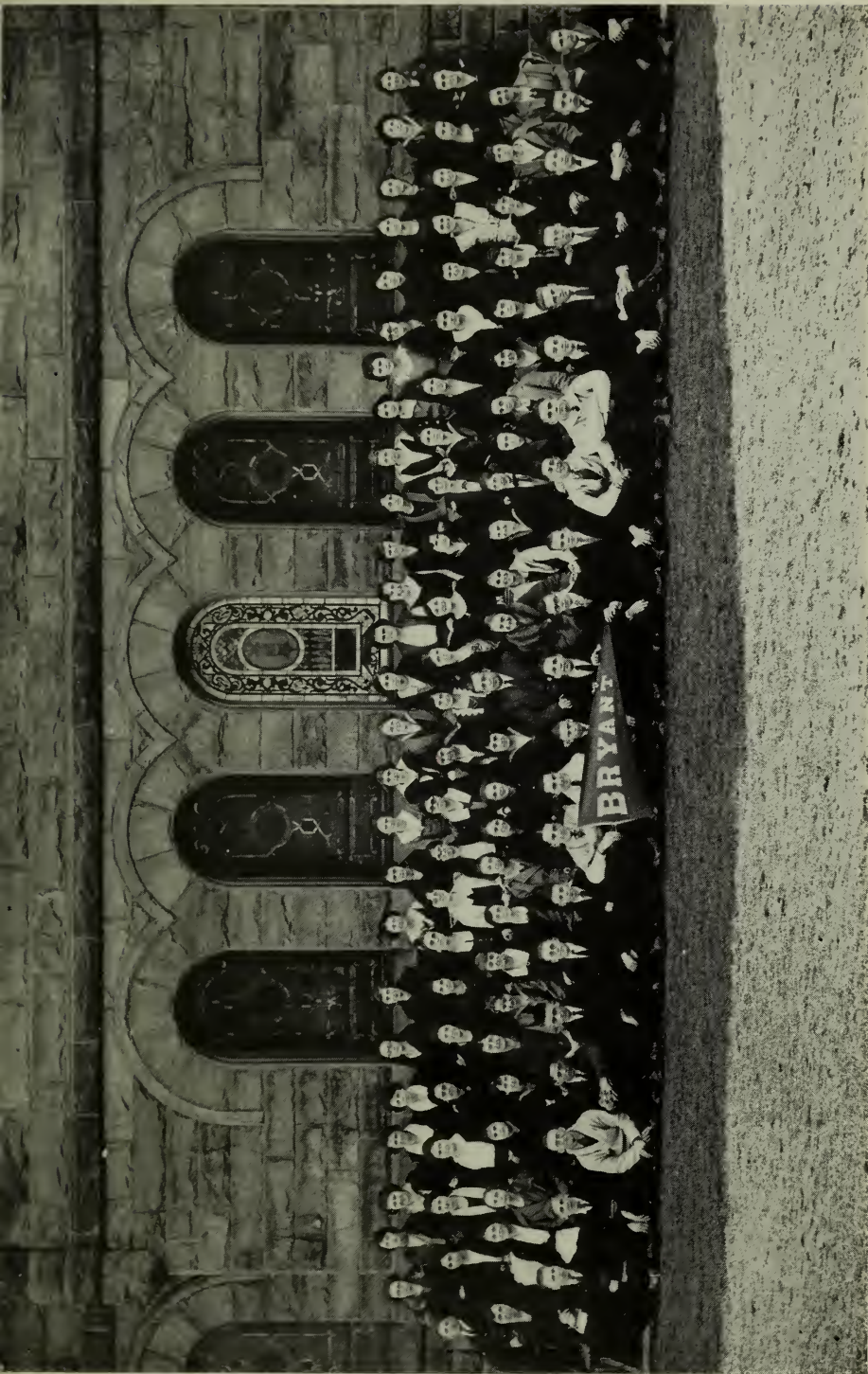
*One hour each semester*—the graded course in health education for children continued. Demonstration lessons and student teaching. Athletic activities for use on playground. Physical examination of school children.

*Social Hygiene*—a part of the time of this course is devoted to a discussion of problems of heredity, environment, sex hygiene and eugenics.

## CERTIFICATES AND DIPLOMAS

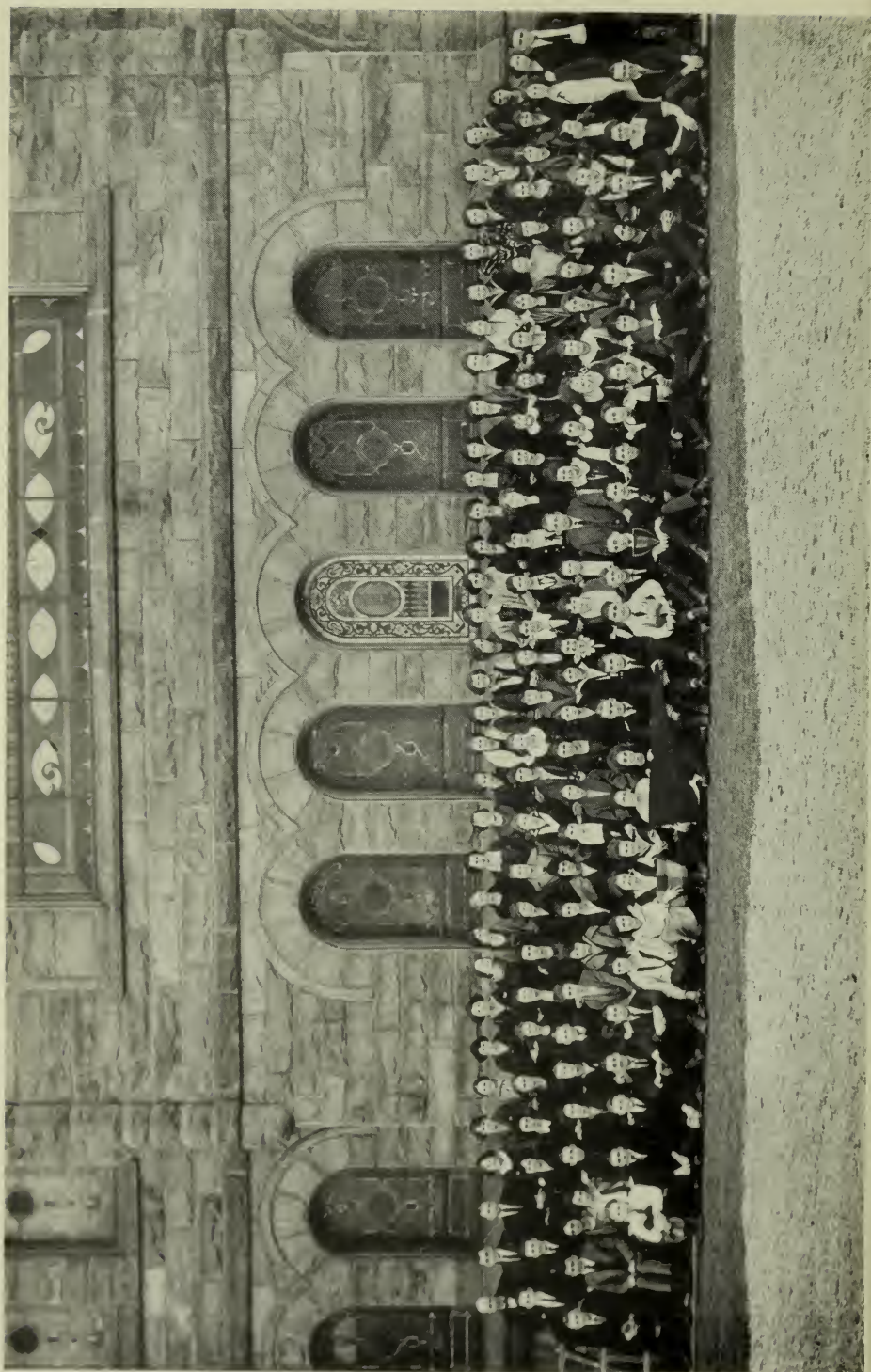
A student who is graduated in the regular course will receive a certificate which will confer upon him the right to teach in the public schools of the state two years without examination.

A graduate in the regular course who has continued his studies for two years, and has practiced his profession during two full annual terms in the common schools of the state, will receive, upon presenting to the faculty and state board of examiners a certificate of good moral character and skill in the art of teaching from the board or boards of directors by whom he was employed, counter-signed by the proper superintendent of schools, a second diploma or certificate, which authorizes him to teach in the public schools of the state without examination.



BRYANT SOCIETY





## BULLETIN OF HEALTH EDUCATION IN SLIPPERY ROCK STATE NORMAL SCHOOL

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Slippery Rock State Normal School has been designated by the Department of Public Instruction at Harrisburgh as the normal school of Western Pennsylvania to offer a three year course in Health Education, a one year course in Health Education, and a one year Playground course. Completion of the three year course will prepare the student to teach and supervise Health Education in public schools, high schools, athletic associations, Y. M. C. A., and Y. W. C. A. A license to teach Health Education in the public schools of Pennsylvania will be granted upon completion of the course.

Any student who in the opinion of the faculty is not adapted to this special course and would not make a success of his work will be so advised as soon as possible.

During the course there will be opportunity for camp life and activities, together with training in organizing clubs.

*NOTE*—Physics and Chemistry required as electives unless credit is submitted for entrance.

There is great and intense need of a larger number of teachers who are equipped to handle the subjects in the curriculum relating specifically to the health—physical guiding, guarding and up-building—of pupils. This covers in general the field of teaching health, usually done by the classroom teacher; of guarding health, not only a function of the teacher but more specifically of the school physician and the school nurse; of upbuilding the body, also in the majority of cases devolving upon the teacher, but more properly the function of a specially trained teacher in physical education.

It is impossible to secure in the immediate future a sufficient number of these specialists in most school districts because of difficulties of lack of availability, of the purse and of organization. A definitely, technically expert person, trained along such broad lines as to be able largely to fulfill all these functions seems imperative. This does not mean that this person can be an expert class-room teacher, a physician, a nurse, and a special instructor in physical education, but they can fulfill the most essential functions of all these.

With such a plan in mind the following three-year course in Health Education, open to high school graduates who desire to become special teachers and supervisors in Health Education; a one-year course in Health Education open to certified teachers, who are also high school graduates, who desire special training in Health Education the better to fit themselves for rural school work or for general teaching; and a one-year course in play and recreation open to high school graduates who desire special education to fit themselves as instructors in play activities and in playground teaching and administration work—have been organized in two of the State Normal Schools, at Slippery Rock and East Stroudsburg. As the demand increases such courses will be placed in other normal schools.



# Three-Year NORMAL CURRICULUM In Health Education

Semester I			Semester II		
Anatomy I	5*	5!	Physiology I	5*	5!
English Fundamentals	3	3	English Composition	2	2
Sociology	3	3	Psychology	3	3
Hygiene I	1	1	History of Physical Education	2	2
Voice	2	2	Oral Expression	2	2
Gymnastics I	5	2½	Gymnastics I	5	2½
Athletics I	3	1½	Athletics I	3	1½
Dancing I	2	1	Dancing I	2	1
Music	2	1		—	—
Semester Total	26	20	Semester Total	24	19
Semester III			Semester IV		
Anatomy II	2	2	Corrective Gymnastics	4	4
Physiological Chemistry	3	3	Chemistry of Nutrition	3	3
Physiology of Exercise	2	2	Play and Playgrounds	3	3
Play and Playgrounds	3	3	Hygiene II	2	2
Hygiene II	2	2	Diseases of Children	2	2
Mass Games and Athletics	1	1	First Aid	1	1
Construction and Equipment	1	1	Gymnastics II	5	2½
Gymnastics II	5	2½	Athletics II	3	1½
Athletics II	3	1½	Dancing II	2	1
Dancing II	2	1	Playground Practice	2	1
Playground Practice	2	1		—	—
Semester Total	26	20	Semester Total	27	21
Semester V			Semester VI		
Hygiene III	4	4	Hygiene IV	4	4
Theory and Methods of Physical Education	3	3	Theory and Methods of Physical Education	3	3
Physical Education in Elementary and Secondary Schools	4	4	Physical Education and Recrea- tion in Rural Communities	3	3
Physical Diagnosis and Anthropometry	2	2	Festivals and Pageants	1	1
Elective	2	2	School Gardens	1	1
Gymnastics III	5	2½	History and Principles of Education	3	3
Athletics III	3	1½	Gymnastics III	5	2½
Dancing III	2	1	Athletics III	3	1½
Antagonistic Exercises	2	1	Dancing III	2	1
	—	—	Antagonistic Exercises	2	1
Semester Total	27	21	Semester Total	27	21

\* Number of sixty-minute periods a week.

! Number of semester hours of credit.

## FIRST—YEAR THEORY

## ANATOMY 1—5 hours, 1st semester.

a. General Anatomy of the human body. A detailed study of the bones, joints and muscles, with briefer study of the viscera and of the nervous and vascular systems.

b. Histology. A study of the tissues of the body, particularly of the organs of digestion, the respiratory, circulatory and nervous systems.

## PHYSIOLOGY 1—5 hours, 2nd semester.

General physiology; the functions of the organs of the body, dealing with foods, digestion, metabolism, nutrition, the respiratory, circulatory, muscular, nervous, and excretory systems, and with the special senses.

## ENGLISH 1—3 hours, 2nd semester.

English fundamentals. Refer to regular course.

## ENGLISH 2—2 hours, 2nd semester.

English Composition. Refer to regular course.

## HYGIENE 1—1 hour, 1st semester.

Personal hygiene; instruction in cleanliness, proper care of the body and in guarding its functions, and in health habit formation.

## CHEMISTRY 1—3 hours, 1st semester.

Physiological Chemistry. The course is designed for students majoring in health education. It is comprised of lectures and laboratory experiments in nutritional chemistry and applied physiology. The course includes a consideration of the nature of carbohydrates, fats, and proteins, the chemistry of digestion and metabolism, the constitution of protoplasm and the typical cell and the general physiology, from a chemical standpoint of the human body.

Prerequisites—general chemistry.

## CHEMISTRY 2—3 hours, 2nd semester.

Chemistry of Foods, Nutrition. This course presents studies in normal nutrition as it relates to the adaptation of foods and dietaries to age, activity and climate; also as it relates to economic, social and racial needs of the individual, the home, the school and the community. It considers the educational possibilities of the school lunch, its relation to health,

and methods of financing and managing the preparation of the one hot dish. It deals with the problem of malnutrition, its causes and effects, and the means of combating it, emphasizing the necessity of removing physical defects if nutrition efforts are to be successful. It, also, presents methods of conducting malnutrition classes, and provides for a survey of the modern method of dealing with malnutrition.

The course discusses nutrition and malnutrition as vital interests and approaches in the program of health teaching; the practical health and nutrition problems of normal and college students, and the standards of health and nutrition of the teacher; the methods of interesting pupils and teachers in health; the correlation between the subject of nutrition and academic and vocational subjects; and the need for co-operation between the individual and all agencies in maintaining health in the home, in the school, and in the community.

Lectures, recitations, surveys and demonstrations.

Prerequisites—Physiological chemistry.

#### EDUCATION 2—3 hours, 1st semester.

Psychology; and introductory study of the structure and function of human consciousness.

#### SOCIOLOGY 1—3 hours, 2nd semester.

Study of community organizations.

a. Health—official and such volunteer groups as Tuberculosis, American Red Cross, child and infant welfare, public health and visiting nurse associations, etc. Showing the relation of the official health boards to the volunteer organizations and the relation of these organizations to one another and the relation of all of them to the school.

b. Social and educational; associated charities, Y. M. C. A., Y. W. C. A., Scouts, social centers, settlement houses, parent-teachers associations, etc. Showing the relation of all these to each other and to the schools, particularly demonstrating how they may help the schools in matters relating to health education, especially in physical and recreational activities.

#### FIRST AID 1—1 hour, 1st semester.

a. Prevention of accidents.

b. First aid to the injured—rescue and resuscitation of the drowning etc. This course will be as complete as possible in the time allowed, covering the practice treatment of injuries, poisons, etc., as well as the theory of such work.

## FIRST YEAR—PRACTICE

EDUCATIONAL GYMNASTICS 1—5 hours, 1st and 2nd semesters.

General physical work including formal, free hand work and work with hand and fixed apparatus in squad and class formation and indoor games. A broad foundation in the practice of gymnastics and a builder of the health and strength that teachers of these subjects must have.

OUTDOOR GAMES, ATHLETICS AND SPORTS 1—3 hours

1st and 2nd semesters.

Actual playing of simple games, and personal participation in sports, organized games and athletics. A thorough organization of the whole student body into groups and teams renders this feasible.

DANCING 1—2 hours, 1st and 2nd semesters.

- a. Nursery rhymes and games.
- b. Folk dances and singing games.
- c. Dancing steps and simple aesthetic dances.

A thorough personal training in these, together with discussions of values, sources and materials.

MUSIC—2 hours, 1st semester.

Rhythmic appreciation: The basic training needed to make possible a real success in rhythmic exercises, dancing, etc.

Required of those who have not had sufficient previous training in music.

## SECOND YEAR THEORY

ANATOMY 2—2 hours, 1st semester.

Applied anatomy and kinesiology—the mechanism of movements as applied to the anatomical structure and relations of bones, joints, muscles; and the laws of physics involved in inertia, leverage and resistance. A study of the muscles used in various gymnastic movements, athletics and sports, in order to fit teachers better to devise proper exercises particularly of the corrective type, and the better to teach games, and to coach athletics with less danger to the participants.

PHYSIOLOGY OF EXERCISE—2 hours, 1st semester.

The effects of various kinds of activity upon the numerous physiological systems of the body, particularly as regards the activities and movements in gymnastics, dancing, games, athletics and sports that are likely to cause undue strain upon the vital organs.

### PLAY AND PLAYGROUNDS—3 hours, 1st and 2nd semesters.

a. Play in Education: Its need, purpose and function. The social, educational and biological aspects of play and its concomitant, recreation; the relation of these to the other factors of child environment, the home and its life, the school and its activities, industry; and the need of relief from its stress and strain; the community and the duty it owes the child in the way of facilities for play and recreation.

b. Playgrounds: A brief history of the playground movement with discussion of the ways and means of securing playgrounds. Conduct of play; selection of sites; equipment of playgrounds; organization and administration of playgrounds.

c. Play and the Social Center: The relation of the social center to the school and to the playground. A study of the means of developing this field of activity; of school and municipal vs. commercial recreation.

### DISEASES OF CHILDREN—2 hours, 2nd semester.

The signs and symptoms of diseases in childhood, particularly of the acute communicable diseases, malnutrition, rickets, tuberculosis, tonsillar and adenoid disease, etc. Such a study of the acute communicable diseases—scarlet fever, diphtheria, measles, chicken pox and the like, particularly as regards the early symptoms as will fit the teacher to know the type of illness that should be barred from the classroom until the school nurse or physician can be reached. Also a study of the chronic diseases that teachers may know, there being no nurse or doctor available, when to urge parents to seek medical advice.

### HISTORY OF PHYSICAL EDUCATION—2 hours, 2nd semester.

A survey of the field of physical education, past and present, showing the relation it bears to other great social, political and educational movements. A brief study of the lives, beliefs, and activities of the great leaders of physical education and of the different types of physical activity that have been concomitant with various historical epochs.

### HYGIENE 2—2 hours, 1st and 2nd semesters.

The relation of the age of the child to his mental and social characteristics, and to his physical habits and powers. The present needs of the child, the development of the child, the relation of height, weight, age and vital capacity; changing mental attitudes of the child that come with his unfolding in babyhood, early childhood, puberty, and adolescence, and the relation of these to the various school grades in elementary and secondary schools.



ENGLISH 2—2 hours, 2nd semester.

Oral expression, refer to regular course.

CORRECTIVE GYMNASTICS—Corrective exercise and prescription of exercise. 4 hours, 2nd semester.

a. Postural defects and their treatment by gymnastics, a study of various defects, their causes, prevention and treatment.

b. Functional defects and their treatment by prescribed exercises, by massage, etc.; medical gymnastics, its need, value, methods and results. Massage in health, athletics and disease.

PHYSICAL DIAGNOSIS AND ANTHROPOMETRY—

2 hours, 1st semester.

a. Methods of examining the heart, lungs, special senses, etc. Examinations of vital organs and special senses at various ages.

b. Body measurements for the normal, as well as for abnormalities and deformities; the study and use of anthropometric charts, graphs, etc., in relation to different ages.

CONSTRUCTION AND EQUIPMENT—1 hour, 1st semester.

Selection and arrangement of gymnastic and developing apparatus, the planning, construction and equipment of playrooms, gymnasias, swimming pools, athletic fields, playgrounds, etc., covering concrete problems in equipment, costs and adaptation to the needs of elementary and secondary schools, colleges and playgrounds.

VOICE—2 hours, 1st semester.

Training in intonation and voice placing to fit for giving commands clearly, resonantly and without strain. The theory and practice of the proper use of chest muscles and of the organs of articulation.

## SECOND YEAR—PRACTICE

EDUCATIONAL GYMNASTICS 2—5 hours, 1st and 2nd semesters.

Similar to No. 1 but more advanced—must be preceded by No. 1. Class members act as squad leaders for both Educational Gymnastics No. 1 and No. 2.

OUTDOOR GAMES, ATHLETICS AND SPORTS 2—

3 hours, 1st and 2nd semesters.

In addition to playing games and participating in organized games and athletics, rules are studied and interpreted and class members act as





Y. W. C. A. CABINET



Y. M. C. A. CABINET

officials for their own and other groups. During one semester Piano may be substituted for this course if the student has not had a sufficient amount of training in the use of this instrument.

#### DANCING 2—2 hours, 1st and 2nd semesters.

- a. Social and aesthetic.
- b. Folk and national.

The more difficult dances are studied and practiced. Students also have opportunity for teaching the more simple ones acquired during the first year.

#### PLAYGROUND PRACTICE—2 hours, 1st and 2nd semesters.

Teaching and supervising in school and park playgrounds, social and recreation centers, etc. Credit for this course may be secured by satisfactory full time teaching in an approved summer playground system for a period of not less than 6 weeks.

### THIRD YEAR—THEORY

#### HYGIENE 3—4 hours, 1st semester.

a. School hygiene—the hygiene of the school in its relation to education, health examination of children, discovery and treatment of chronic physical defects, control of communicable diseases, sanitation of school buildings, heating, ventilating, lighting, cleaning, etc., the hygiene of instruction. The need and function of the school physician, of the school nurse, of the special teacher in health education.

b. Municipal, playground, swimming pool and camp sanitation,—location, drainage, orientation, shelter and protection, guarding and cleaning methods.

c. Rural hygiene—water supply, sewage disposal, the fly and mosquito menace, adequate, hot, school lunches, etc. The special problems of health as related to the rural school and other rural conditions.

#### HYGIENE 4—4 hours, 2nd semester.

Health Education teaching—the need and principles of health teaching, materials, course of study, methods, formation of health habits, etc. The regular course in Health Education, with its bibliography, as put out by the State Department of Public Instruction will be the basis of this course, which is designed primarily to give teachers a definite knowledge of its content, sources and methods.



EDUCATION 4—4 hours, 2nd semester.

History and Principles of Education. Refer to regular course.

#### THEORY AND METHODS OF PHYSICAL EDUCATION—

3 hours, 1st and 2nd semesters.

The relation of Physical Education to general education; modern modes of life and the need of artificial activity; a comparison of the value and place of formal gymnastics and of games, sports, rhythmic and play activities; the content and ideals of physical education; the kind, classification, selection, management and gradation of physical exercises, construction of lessons; the study of the principles and technique of gymnastic teaching including such factors as modification of plan and content to suit such varying factors as age, sex, gymnastic plant, type of community, etc.

#### PHYSICAL EDUCATION IN ELEMENTARY SCHOOLS—

3 hours, 1st semester.

Type and scope of content, time allotment in different grades, adaptation to conditions, grade games, the varying factors of the attitude of teachers and community toward this subject.

#### PHYSICAL EDUCATION IN SECONDARY SCHOOLS—

3 hours, 1st semester.

Type of activity, place and scope of athletics, time allotment, adaptation to conditions of size and character of the school building, the size and kind of community, etc.

#### PHYSICAL EDUCATION AND RECREATION IN RURAL COMMUNITIES

3 hours, 2nd semester

The rural school, the consolidated school, playground area, mass competitions, scouting, camping, school gardens, community recreation, county competitions, etc.

#### SCHOOL GARDENS—1 hour, 2nd semester.

Need, types, methods, relation to playgrounds, to play and recreation.

#### MASS GAMES AND MASS ATHLETICS—1 hour, 2nd semester.

Need of more general competition for all mass games; mass track athletic contests; room, school, and district competition; scoring methods, etc.

#### FESTIVALS AND PAGEANTS—1 hour, 2nd semester.

Playground festivals, occupational and historical pageants, health playlets, etc.

## THIRD YEAR—PRACTICE

EDUCATIONAL GYMNASTICS 3—5 hours, 1st and 2nd semesters.

Practice teaching in all forms of gymnastics in the normal school and in regular elementary and secondary schools.

## OUTDOOR GAMES, ATHLETICS AND SPORTS 3—

3 hours, 1st and 2nd semesters.

Term organization, teaching practice and coaching in all branches of athletics as adapted to the sexes and to various ages and varying conditions.

DANCING 3—2 hours, 1st and 2nd semesters.

Teaching practice in elementary, secondary and normal schools.

- a. Singing games, nursery rhymes, plays, etc.
- b. Social, aesthetic folk dancing.
- c. Gymnastic dancing.

ANTAGONISTIC EXERCISES—2 hours, 1st and 2nd semesters.

Fencing, boxing, wrestling, etc.

One year course in Health Education for certified teachers who are high school graduates.

## THEORY

*First Semester*

Hygiene 1 .....	1 hr.
Hygiene 2 .....	2 hrs.
Hygiene 3 .....	4 hrs.
Theory and Method of Physical Education .....	3 hrs.
Play and Playgrounds .....	3 hrs.
Mass Games and Athletics .....	1 hr.

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14 hrs.

*Second Semester*

Hygiene 2 .....	2 hrs.
Hygiene 4 .....	4 hrs.
Theory and Methods of Physical Education .....	3 hrs.
Play and Playgrounds .....	3 hrs.
First Aid .....	1 hr.

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13 hrs.

- \*Physical Education in  
Elementary Schools .....3 hrs.
- \*Physical Education in  
Secondary Schools ..... 3 hrs.
- \*Physiology of Exercise.....2 hrs.

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Total Theory .....16 hrs.

- \*History of Phys. Ed. ....2 hrs.
- \*Phys. Ed. and Recreation  
in Rural Communities .....3 hrs.
- \*Chemistry 2 .....3 hrs.
- \*English 2 .....2 hrs.
- \*Diseases of Children .....2 hrs.

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16 hrs.

\* Elect at least 2 hours in first semester and at least 3 hours in second semester.



## PRACTICE

Educational Gymnastics		Educational Gymnastics	
1, 2, or 3 .....	5 hrs.	1, 2, or 3 .....	5 hrs.
Outdoor Games, Athletics		*Outdoor Games, Athletics	
and Sports 1, 2, or 3 .....	3 hrs.	and Sports 1, 2, or 3 .....	3 hrs.
Dancing, 1, 2, or 3 .....	2 hrs.	*Dancing 1, 2, or 3 .....	2 hrs.
		Playground Practice .....	
	<hr/>		<hr/>
	10 hrs.		11 or 12 hrs.

\* Elect one.

	PER.	S.H.		PER.	S.H.
Theory .....	16	16	Theory .....	16	16
Practice .....	10	5	Practice .....	11(12)	5½ (6)
	<hr/>	<hr/>		<hr/>	<hr/>
	26	21		27(28)	21½(22)

## One year Playground Course for High School Graduates.

## THEORY

*First Semester*

Hygiene 1 .....	1 hr.
Hygiene 2 .....	2 hrs.
Hygiene 3 .....	4 hrs.
Theory and Methods	
of Phys. Ed. ....	3 hrs.
Play and Playgrounds .....	3 hrs.
Mass Games and Athletics .....	1 hr.
Festivals and Pageants .....	1 hr.

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15 hrs.*Second Semester*

Hygiene 2 .....	2 hrs.
History of Phys. Ed. ....	2 hrs.
Theory and Methods	
of Phys. Ed. ....	3 hrs.
Play and Playgrounds .....	3 hrs.
First Aid .....	1 hr.
Construction and Equipment	1 hr.
Sociology .....	3 hrs.
School Gardens .....	1 hr.

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16 hrs.

## PRACTICE

Educational Gymnastics		Outdoor Games,	
1, 2, or 3 .....	5 hrs.	Athletics, etc., 1, 2, or 3 .....	3 hrs.
Outdoor Games,		Dancing 1, 2, or 3 .....	2 hrs.
Athletics, etc., 1, 2, or 3 .....	3 hrs.	Playground Practice .....	4 hrs.
Dancing 1, 2, or 3 .....	2 hrs.		
	<hr/>		<hr/>
	10 hrs.		9 hrs.

	PER.	S.H.		PER.	S.H.
Theory .....	15	15	Theory .....	16	16
Practice .....	10	5	Practice .....	9	4½
	<hr/>	<hr/>		<hr/>	<hr/>
Total .....	25	20		25	20½

## SECONDARY DEPARTMENT

(FIRST CLASS HIGH SCHOOL GRADE)

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### WHO MAY ATTEND

Among the requirements for admission to Pennsylvania state normal schools adopted March, 1920, is the following paragraph:

"For the present the normal schools shall, when necessary, conduct a secondary department of first class high school grade for those students who do not have similar high school facilities available in their home communities."

Under this rule, no student residing in a school district having first class high school facilities can be admitted to the secondary department. Students residing in school districts offering second or third class high school facilities will be admitted after graduation from the local high school for the completion of the required fifteen units. Students residing in school districts with no high school, who have completed the eighth grade, will be admitted to the secondary department of the normal school.

### REQUIREMENT FOR GRADUATION

Graduation from the secondary department will be based upon the completion of sixteen Carnegie units, i.e., the equivalent of 120 sixty minute hours of class work requiring outside preparation, laboratory work requiring double periods.

### PAYMENT OF TUITION

The local district should pay the tuition fee for all students in the High School under 21 years of age. The proper arrangement should be made by the student with the local board.

## COURSE OF STUDY

Three general courses will be offered—Academic, Commercial, and Vocational. These courses are so arranged that they meet the requirements of the state in regard to first class high school education. Courses are as follows:

## JUNIOR HIGH SCHOOL

## FIRST YEAR

(Seventh Grade) Periods  $\frac{1}{2}$  Hour

Reading  
English  
Arithmetic  
Geography (Industrial)  
Health Education  
(Hygiene, Physical Education)  
Spelling  
Drawing  
Penmanship  
Vocal Music  
Sewing or Manual Training

## SECOND YEAR

(Eighth Grade) Periods  $\frac{1}{2}$  Hour

Literature  
English  
Arithmetic  
Geography (Industrial)  
Health Education  
(Hygiene, Physical Education)  
Spelling  
Drawing  
Penmanship  
Vocal Music  
Sewing or Manual Training

## SECONDARY DEPARTMENT

## FIRST YEAR (Third Year Junior High)

## General Curriculum

## Suggested Courses

## Required

English  
Civics  
Health Education

## Elective

General Science  
Algebra  
Com. Arithmetic  
Foreign Language  
Penmanship  
Farm Mechanics  
Home Economics

## Academic

English  
Civics  
Health Education  
Algebra  
Foreign Language

## Commercial

English  
Civics  
Health Education  
Com. Arithmetic  
General Science  
Penmanship

## Vocational

English  
Civics  
Health Education  
Algebra  
General Science  
Home Economics  
or  
Farm Mechanics

## SECOND YEAR (First Year Senior High)

## Required

English  
Modern European  
History  
Health Education

## Elective

Foreign Language  
General Science  
Biology  
Bookkeeping  
Plane Geometry  
Agriculture  
Home Economics

English  
Modern European  
History  
Health Education  
Foreign Language  
General Science

or  
Plane Geometry

English  
Modern European  
History  
Health Education  
Bookkeeping  
Biology

or  
Foreign Language

English  
Modern European  
History  
Health Education  
Biology  
Agriculture  
or  
Home Economics

*THIRD YEAR (Second Year Senior High)*

<b>Required</b>	English	English	English
English	American History	American History	American History
American History	Health Education	Health Education	Health Education
Health Education	Biology	Stenography	Chemistry
	Foreign Lan'ge.	Typewriting	Agriculture II
<b>Elective</b>	III or	Com. Geography	or
Biology	Solid Geometry	Economics	Home Economics
Foreign Language	and		II
Solid Geometry	Trigonometry		
Trigonometry			
Chemistry			
Agriculture			
Home Economics			
Stenography			
Typewriting			
Com. Geography			
Economics			

*FOURTH YEAR (Third Year Senior High)*

<b>Required</b>	English	English	English
English	Problems of Dem-	Problems of Dem-	Problems of Dem-
Problems of De-	ocracy	ocracy	ocracy
mocracy	Health Education	Health Education	Health Education
Health Education	Foreign Language	Stenography	Physics
	IV	Typewriting	Mechanical Draw-
<b>Elective</b>	Chemistry	Commercial Law	ing
Chemistry	or	Office Practice	Home Economics
Physics	Physics		III or
Foreign Language			Agriculture III
Stenography			
Typewriting			
Commercial Law			
Office Practice			
Mechanical Draw-			
ing			
Agriculture			
Home Economics			

Students who have not had Music and Drawing in grades one to eight will be required to complete Vocal Music (one half unit) and Drawing (one half unit.)

Column 1—Represents all required and elective subjects offered.

Column 2—Academic (Normal School) Course.

Column 3—Commercial Course.

Column 4—Vocational Course.

## MUSIC DEPARTMENT

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No type of school has influence so great and widespread as has a normal school. Through its graduates, it reaches not only the cities and larger towns, but also the smaller towns and rural sections where so much depends upon the individual teacher.

The name "musician" was formerly applied only to those who could play or sing reasonably well. But today we realize that music is the heritage of all and the term "musician" includes all who appreciate and understand music. It is for this broader and higher conception of music that the Music Department of Slippery Rock State Normal School stands. We consider that our first and foremost duty is to the student body as a whole.

This same ideal is today manifesting itself in the entire musical sphere at large when groups and entire communities gather together for "sings." This movement is still in its infancy and is to grow and grow until we become a singing nation. The center for this activity is usually the school-house, and often the directing of the singing is in the hands of the teacher.

The one time and place that the students of this school can come together is every school morning in the chapel service. Here real community singing is carried on. The songs are the type that are used on such occasions and the students have the opportunity to observe how to interpret these songs and how to direct such an assembly.

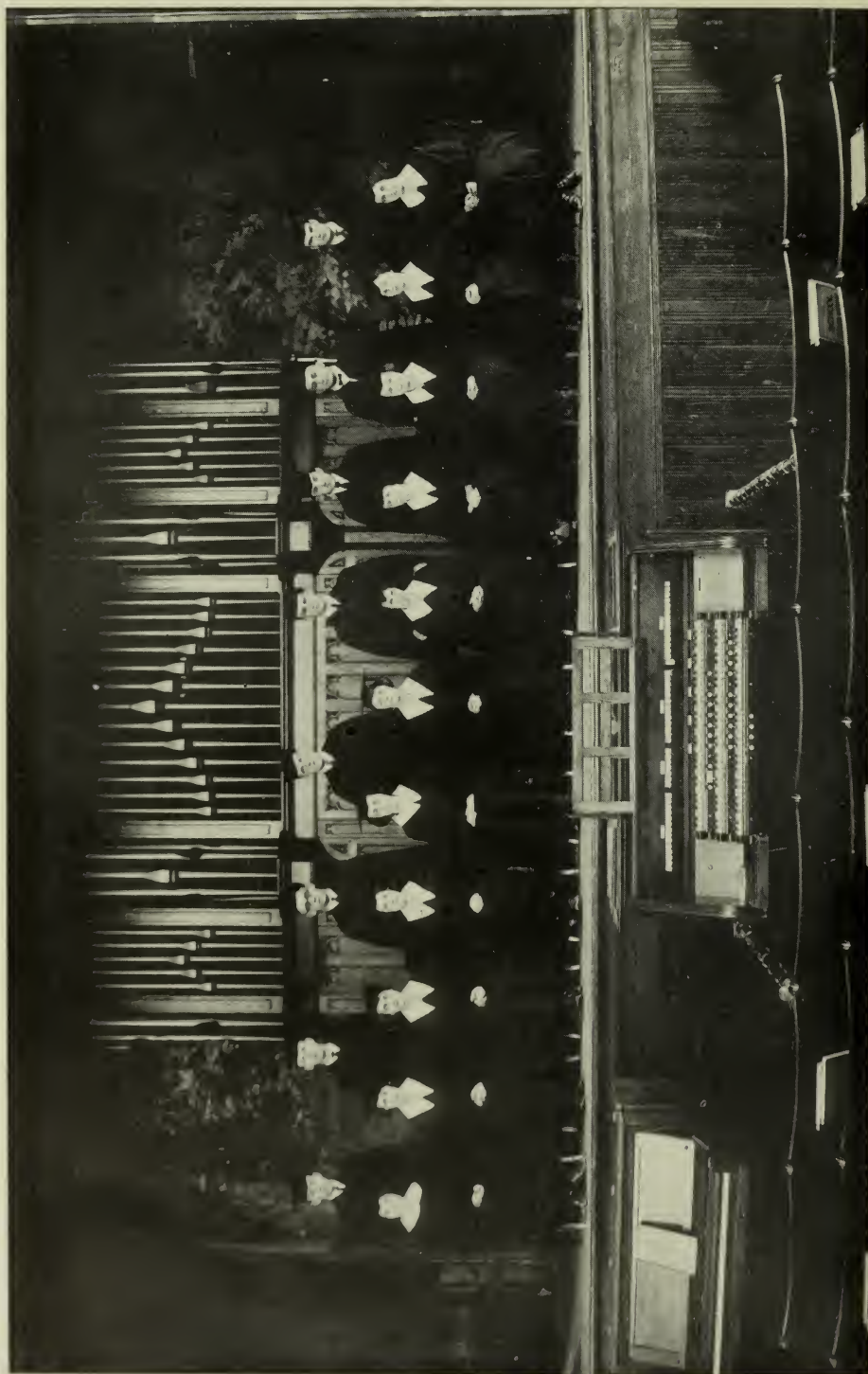
The week of February 21st is the National Week of Song. Every evening of that week the people of the town and community will join the students in the chapel and there will be community singing on a larger scale.

For the further development and broadening of musical taste in the school, frequent lessons in Appreciation of Music are given in the morning assembly by teachers and advanced pupils of the Music Department. Through this the students become familiar





SCHOOL BIBLE CLASS



THE VESPER CHOIR

with some of the best music and learn how to become appreciative listeners.

## MUSICAL ORGANIZATIONS

This school offers unusual advantages in both the number and kind of its musical organizations. Students who have musical ability along any line have the opportunity to further cultivate and develop it. The works of only the best composers are used and great emphasis is laid upon the interpretation of these works.

There are no charges for membership in these organizations, but regular attendance is required.

*The Choir* is composed of mixed voices and furnishes the music for the Sunday vesper services in the chapel. Realizing the increasing importance churches are giving to this part of their service, we hold a high standard for the music of our vesper service.

*The Mixed Chorus* is open to students of both sexes. This organization takes up the study of some of the best choruses, cantatas, oratorios, and operas.

In the *Girl's Chorus* the same standards are held that are characteristic of the Mixed Chorus.

*The Octette* is composed of selected Senior girl voices. Beside organization concerts the Octette assists on special occasions throughout the year.

*The Junior Orchestra* is open to students who can read and play well simple music. Regular attendance is required at the weekly rehearsals. The work of this orchestra is a stepping stone to the School Orchestra.

*The School Orchestra* is open to students who can read and play well quite difficult music. It gives several concerts during the year, accompanies the different choruses as well as the singing in the chapel service every morning and assists on special occasions throughout the year.

*The Band* is open to students who can read band music reasonably well. Regular attendance is required at the two weekly re-



hearsals. Two concerts are given during the year beside the out-of-door concerts in the spring term.

## PUBLIC SCHOOL MUSIC

In the regular Normal School Course, Public School Music is a required subject. The ground covered includes the rudiments of music—notation, scales, intervals, and melody-writing, beside ear-training and music-reading.

This lays the foundation for Methods of Public School Music. In this class the best and most modern methods of teaching music in the schools are studied. The work of this class is made practical in the fourth year when the Seniors teach in the Training School.

## COURSES OF STUDY

For admission to any of the courses of the Music Department the applicant must be a graduate of a first class high school. Special arrangements can be made for students in the Secondary Department.

There are certain general requirements for graduation in all courses of this department, namely:

1. Theory—two years. (Three years of Organ.)
2. History of Music—one year.
3. The regular two year course in English in the Normal Department.
4. Participation in students' recitals.
5. An individual recital in the Senior year.

Previous to graduation each pupil is required to give a satisfactory rendition before the faculty of the Music Department the following:

### PIANO

1. Representative Preludes and Fugues from the "Well Tempered Clavichord"—Bach.
2. One of the more difficult Beethoven Sonatas.
3. A concerto.
4. Representative compositions of the modern romantic school.

VOICE

1. Songs by Schubert and Schumann.
2. Selection from one of the standard oratorios.
3. Selection from one of the standard operas.
4. A modern English song and a song in French, Italian, or German of the modern romantic school.

In addition to the general requirements, two years of a modern language, and one year of sight-singing are required.

VIOLIN

1. A sonata.
2. An etude of Paganini.
3. A concerto.

Membership in the School Orchestra is required for at least two years.

ORGAN

1. A Bach fugue.
2. Organ sonata by such composer as Guilmant or Rhemberger.
3. Representative selections by modern composers.



## SLIPPERY ROCK STATE NORMAL SCHOOL

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### LOCATION

Slippery Rock State Normal School is situated midway between Pittsburgh and Erie, in Butler county, about 17 miles from Butler, Mercer and New Castle, and is easily accessible from all points in Western Pennsylvania. Those coming from Pittsburgh can reach the school by the B. & O. and the B. & L. E. Railroads, which run morning and evening trains to Harrisville Station, four miles distant from the school, or may take the West Penn Railroad to Butler, then the B. & L. E. to Harrisville. Those coming by way of New Castle may change cars at Mercer and come to the same station, but may also take the Pennsylvania Railroad from New Castle to Redmond, changing at Leesburg. At Shenango, the B. & L. E. Railroad connects with the Erie Railroad, and at Osgood with the Lake Shore Railroad, thus affording easy access from the North. The Normal School transfer meets regular trains at Harrisville.

The location of the school is pleasant and healthful. Being situated 1365 feet above sea level a commanding view of the town and surrounding country is afforded, and it possesses unexcelled facilities for healthful drainage.

There are three churches in the town—the Presbyterian, the United Presbyterian, and the Methodist Episcopal, at which the students are always welcome. The community is noted for its morality, being free from the distractions of the city.

### HISTORY

The organization of Slippery Rock State Normal School grew out of a desire of the people of the town and surrounding community to have a school in their midst in which their children could

secure an education without leaving their homes. With this end in view a plan was formed, in the fall of 1877, for the erection of a building suitable for an academy and for providing funds for the purpose of the school until it should become self sustaining. During this stage of the effort, it was discovered that no normal school had been established in this, the Eleventh District. At once the scope of their efforts was widened to include the larger enterprise, and stock was sold to the amount of \$20,000.00. During the summer of 1888 and the following winter, land was procured and three frame buildings were erected — a chapel containing recitation rooms, and two dormitories.

Application was made to the Department of Public Instruction for the approval of the buildings and the establishment of a state normal school for this district. The first day of February, 1889, was set as the date for the inspection of the buildings and on that day the committee by the state met and approved the application.

The necessary steps were taken toward the organization of the school and the first term opened on March 26, 1889, with an enrollment of 168 students. The first class, consisting of eleven members, was graduated in 1891.

The growth of the school has been very rapid in all that makes for a true normal school. The policy of those in charge has always been to keep prominently in view the purpose for which it was established—the training of teachers for the public school of the state.

## BUILDINGS

There are six principal buildings—two dormitories, a chapel, a main building, a gymnasium, and a training school. They are situated on a commanding eminence. The dormitories contain 220 rooms, besides a reception room, large dining hall, kitchen, store rooms, etc. The chapel is situated between the two dormitories. It is a fine stone building 89x100 feet, Norman-French architecture, and it contains music rooms and the general assembly room. The large room has a seating capacity for one thousand persons, and a gallery for three hundred additional seats. The endeavor has been made to construct an auditorium of beauty and convenience. The

rooms are all heated by steam and lighted by electricity. Every floor is provided with an abundance of hot and cold water, bath rooms, lavatories, and closets in accord with good sanitation.

The authorities of the school are determined to do all that can be done to promote the ends for which it was established, and to add to the comfort and convenience of all connected with it. Many improvements have already been made, viz: Stone walks, bath rooms and closet annexes, laundry, grading and ornamentation of grounds, and equipment of training school. The Main Building contains class-rooms, reading room, society halls, library and offices, and is one of the finest buildings in the state. The ladies' dormitory forms a beautiful building with a frontage of 200 feet. It contains the kitchens, pantries, and beautiful dining room capable of seating over 400 persons. The boys' dormitory is a very commodious and substantial building, one of the best in the state. It is a model of beauty, comfort and convenience. Few buildings of its class can equal it in those points which make it a real home for young men who attend the school. The training school building, erected at a cost of \$27,000.00, adds much to our facilities during the school year. Located directly on the campus, the practice school does not interfere with the work of the regular normal department. The rooms in this building are adapted to separate grades and Seniors are placed in full charge of the rooms during the practice periods. Since our practice school is a regular county school, the value of the year's experience thus gained by Seniors cannot be over-estimated.

## GROUND

The buildings are surrounded by grounds comprising about fifty-seven acres. Part of this is covered by forest-trees and orchards. The part immediately surrounding the buildings has been graded and laid out in beautiful lawns intersected with pleasant walks and drives. Many trees and shrubs have been planted, and numerous pots of flowers enhance the beauty of the place. Provision has been made for lawn tennis and other outdoor games. A baseball field has been carefully laid out, and a grand-stand erected capable of seating over four hundred persons.

## ATHLETICS

Athletic sports are encouraged as a means of pleasant recreation, for their value in developing the body, as a source of social and ethical culture, and as cultivating the spirit of co-operative enterprise so essential to individuals throughout life. When athletics are so managed as to cultivate determination, courage, self-reliance, obedience, and quickness of decision, there is much to be urged in their favor. Tennis, basket-ball, baseball, and football are the games most in use. There are numerous good tennis courts on the campus. The athletic field is one of the finest in the state for baseball and football. It is well graded, and will soon be placed in sod or sown with lawn-grass. For the other games ample provision will be made. The gymnasium is open for exercise at certain hours, under suitable restriction, to all who are enrolled as students.

Under the general term of Athletics are included all forms of physical activities of a competitive nature, such as track and field sports, football, baseball, tennis, field hockey, etc. Teams representing the school as well as the various classes are chosen in all the major sports and are conditioned and trained by the coach and Director of Athletics.

Athletics are not confined to boys only, as is the case in so many schools, but the girls are encouraged to participate in all sports, and have the advantage of the coaching and direction of those in charge of this work.

## ATHLETIC RULES

Slippery Rock State Normal School will observe the following agreement for the ensuing school year:

A normal school athletic league shall be formed.

The eligibility test for players in inter-normal games is as follows:

1. Students with fifteen credits are eligible no matter what course they are pursuing.
2. They must be bona fide students passing in fifteen semester hours of work.

3. They must have entered within the first three weeks of the semester in which the game is to be played.

The list of players must be certified to by the Principal of the school and exchanged at least four days before the contest. Exception to this rule in regard to residence may be made in case of students who have been teaching, but facts concerning the same must be fully set forth.

All questions which are raised concerning eligibility of players shall be referred to and decided by the governing body, which shall be the principals of the schools.

The same general rules shall apply to the secondary school teams as to the normal teams.

### VARSITY "S"

1. The Varsity S may be worn only by those who have won the athletic certificate in any of the following sports, viz:

Football

Basket-ball

Baseball

Track

Tennis

2. All insignia not sanctioned by the athletic committee must be removed from sweaters, caps, etc., upon entering the normal school.

Any infringement of the above rules will be dealt with by the athletic committee.

The above applies to all students.

#### *Athletic Committee*

Mr. Thompson, Chairman.

Mr. Vincent

Mr. Cook

Mr. Lenhardt

Miss Walton

### LIBRARY

The Normal Library is open during every school day, as well as on Monday afternoons, when students are permitted to consult





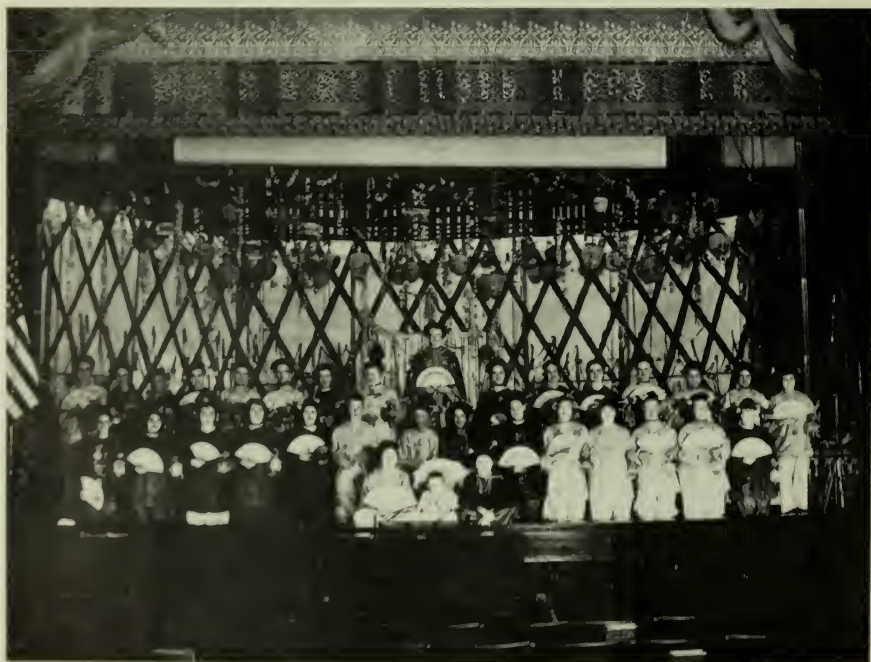
CECILIAN CLUB



ORHPEUS CLUB



SENIOR ORCHESTRA



"THE FEAST OF THE LITTLE LANTERNS"

works of reference, or take out such works for a limited period. At certain times in each school day, students may secure books for longer periods, limited to two weeks.

Many new books have been added to the library, so that its attractiveness and usefulness have been greatly increased. By a judicious expenditure of funds, we hope to make this important aid to the student more valuable from year to year.

A reading room containing the leading daily and weekly newspapers, magazines, journals of education, church and Sunday school weeklies, etc., is also connected with the school, with privileges free to all.

### LITERARY SOCIETIES

Among the attractions of the school are two flourishing Literary Societies, conducted by the students—the “Bryant” and the “Philomathean.” Both societies hold weekly meetings. Each student is expected to be a member of one of the societies. A small initiation fee is charged. The training given in these societies is of such great value that students cannot afford to neglect the opportunities furnished for literary and oratorical culture. Each society holds an annual anniversary—the Philomathean in November, the Bryant in May. The annual contest between the two societies is held on the third Saturday of May.

### LECTURES

Students should have those opportunities for culture which will enable them to become stronger intellectually through mental contact with the strong minds of the country. Through the hearty co-operation of a generous and public spirited community we are able to bring before the students many prominent lecturers.

### RELIGIOUS ACTIVITIES

There are in Slippery Rock three churches which students are urged to attend, Methodist Episcopal, Presbyterian, and United Presbyterian. Catholic students usually attend services at Forestville.



## VESPER SERVICES

As a state school, religious denominationalism is barred. Regular vesper services, however, are held at 6:15 Sunday evening in the chapel to which all students are invited.

## CHRISTIAN ASSOCIATIONS

A flourishing Young Women's Christian Association and a Young Men's Christian Association have been organized. Most of the young people in the school have identified themselves with these organizations. Regular devotional meetings are held at 6:15 on each Wednesday evening. .

## BIBLE STUDY

The advantage of special study of the Bible are offered without expense to all students who become members of Dr. Hamm's Bible Class. This class meets at 4:45 every Sabbath afternoon. For the fall term of the coming year the studies will be in the Old Testament, and for the winter and spring terms Bible Studies in connection with Y. M. and Y. W. C. A. work.

## STUDENT AID

The alumni and friends of the school have established a fund for the purpose of aiding students to obtain an education in this school. This fund is now available for the year 1921-22. The following rules and regulations governing the use of the fund have been made:

1. The purpose of this fund shall be to aid those who are in school and must have money to complete their course, and when funds are available, to help those who are entering for the first time.

2. No person shall receive a loan which shall exceed \$100 during any one school year.

3. A charge of 2 per cent. per year shall be made on all loans.
4. Each application for loan shall be signed by three reputable persons, one of whom shall be a member of the Alumni Association. These signers shall not, however, be held financially responsible for the payment.
5. The committee in charge of the fund shall have authority to refuse any application where in their opinion, the loan would be unwise.
6. All loans shall be paid by the treasurer of the fund directly to the Bursar of the school to be applied on the student's expenses.
7. Loans shall be paid at a minimum rate of \$75 per year. The first payment shall be made within one year after the person ceases to be a student at the school. The date when he ceases to be a student of the school shall be determined by the Principal of the school.
8. The committee in charge of the fund shall furnish to the treasurer the names of those whose applications have been accepted and the amounts to which each applicant is entitled.
9. No person who is under seventeen (17) years of age shall be entitled to any loan whatsoever.
10. Interest shall be due in advance, semi-annually, beginning six months after leaving school.

## SCHOLARSHIPS

Scholarships, equivalent to \$5.00 toward the expense of board, room and plain laundry in the dormitory, are awarded to desirable young men and young women for services at the school. This service requires about twenty-two hours per week of work in the dining room, pantry, or other duties about the grounds. Several vacancies will exist in this department during the coming year.



## EXPENSES

The school year consists of 36 weeks divided into two semesters of eighteen weeks each.

	First Semester	Second Semester	Less than Semester per week
Boarding, including furnished room, heat, light, plain laundry—all departments.....	\$126.00	\$126.00	\$7.50
Tuition, Secondary Department.....	36.00	36.00	2.00
Semester Fee—all departments .....	10.00	10.00	
Special registration for special music students .....	1.00	1.00	
*Special Music Fees:			
One lesson per week ( $\frac{1}{2}$ hour).....	18.00	18.00	1.25
Two lessons per week ( $\frac{1}{2}$ hour).....	36.00	36.00	
Use of Piano:			
One practice period per day.....	3.00	3.00	
Two practice periods per day.....	6.00	6.00	
Use of Pipe Organ (1 period a day).....	18.00	18.00	
Harmony .....	15.00	15.00	
History of Music .....	4.50	4.50	
Special Fees:			
Domestic Science .....	5.00	5.00	
Advanced Sewing .....	3.00	3.00	
Dressmaking .....	3.00	3.00	
Manual Training .....	1.50	1.50	
Typewriting .....	5.00	5.00	
Chemistry Laboratory .....	5.00	5.00	
Physics Laboratory .....	5.00	5.00	
Agriculture .....	1.00	1.00	
Nature Study .....	1.00	1.00	

All expenses for semester are due at the time of registration. Semester fee is required of all students in the Normal and Health Education Departments, but is not required for students taking private lessons only. The semester fee entitles the student to free admission to all athletic contests, the lecture course, and other lectures and entertainments given by the school authorities.

A deposit fee of \$5 should accompany all requests for room reservation. This will be deducted from the first semester fee. This deposit will be forfeited if a student does not register on the opening day of the semester, provided special arrangements have not been made.

\*Lessons are paid for by the term. In case of illness or necessary discontinuance of lessons, the full half term is charged and one dollar and twenty-five cents per lesson for all over that. Full

charges are made until the Dean of Music Department is formally notified of discontinuance of lessons.

A deposit of \$3.00 is required of each student in dormitory to insure proper care of room, key, etc. The amount will be returned at the end of the term less any damage charges.

In case of special illness, regular charge is made for the physician's and special nurse's bills.

## DEDUCTIONS

No deduction shall be made for absence during the first two or last two weeks of a semester, nor for less than two weeks for any cause whatsoever.

No refund of fees paid in by a student shall be made except for personal illness, properly certified to by the attending physician, or equally urgent reason. In such cases the refund shall be 50 per cent of the regular charges for the period of absence.

## LAUNDRY

Laundry work, including ironing, not to exceed twelve plain pieces per week, will be done by the school. Extra work will be charged at a reasonable rate. Great care is exercised in handling the laundry of the students, but the school will not be responsible for loss or damage. Articles should be plainly marked with the number assigned at time of enrollment.

## ROOMS

Each room is 13x15 feet in size, carpeted, and contains bed, mattress and springs; wardrobe, washstand, table and usual room furniture; intended to accommodate two students, and the scale of prices above given is arranged accordingly. Sheets, coverlids, and one pair of blankets are furnished by the school, extra blankets to be furnished by the student. The general tone of the building is brown.

All students are to take rooms and board at the institution, unless they reside at home, or have obtained permission from the Principal to board elsewhere.

Students are expected to provide themselves with window curtains, towels, table napkins, soap, and needful toilet articles.

Students in actual attendance at the close of one term are entitled to preference in the choice of rooms for the next term. All other students are entitled to choice of rooms in order of their applications.

## EXTENSION COURSES

In response to the demand to extend to the teacher in service an opportunity to advance professionally, Slippery Rock State Normal School announces the following extension courses to be offered at various centers during the year 1922-23.

INTRODUCTION TO TEACHING. (*3 semester hours credit*).

A survey of the general field of education with emphasis on the work to be accomplished by the primary, intermediate, junior high and rural schools.

SCHOOL EFFICIENCY. (*3 semester hours credit*).

A consideration of the various methods to be utilized by the teacher in the classroom to increase the working efficiency of the school.

STANDARD TESTS AND MEASUREMENTS. (*3 semester hours credit*).

This course includes a consideration of the most widely used tests and scales now available for measuring intelligence and the educational achievement of pupils.

THE TEACHING OF GEOGRAPHY. (*3 semester hours credit*).

A course devoted to methods in geography teaching, coordinating fundamental principles of geography. It is expected that this course will follow the new State course of study.

PSYCHOLOGY AND CHILD STUDY. (*3 semester hours credit*).

A course devoted to the important topics in general and educational psychology, together with a consideration of the development of the child.

## NATURE STUDY. (3 semester hours credit).

A course devoted to supplying the teacher with guiding principles in selecting and using environmental materials wherever she may be located.

## ENGLISH COMPOSITION. (2 semester hours credit).

This course includes a thorough study of the forms of English prose composition together with much practice in writing and class criticism.

## ORAL EXPRESSION. (2 semester hours credit).

This course is designed primarily to insure a good teaching voice and effective address with facility and ease in oral expression.

## CHILDREN'S LITERATURE AND STORY TELLING. (3 semester hours credit).

This course involves the collection and study of literature in verse and prose suited to children of this age.

## EDUCATIONAL SOCIOLOGY. (3 semester hours credit).

A course devoted to study of sociology in relation to education.

## HEALTH EDUCATION. (1 hour credit).

As the need increases other extension courses will be added to the list.

The unit of credit for the above courses will be the semester hour which shall be defined for extension work as follows: "A course meeting for one hour per week for fifteen weeks shall be given credit of one semester hour." A course carrying three semester hours credit will meet two hours per week for 22 weeks.

Members of the regular Normal School faculty will conduct the courses. In every respect the work will be equivalent to that done at the Normal School. Inasmuch as the regular courses at the Normal School are of college grade, a high standard of work will be expected and maintained. In general each hour of recitation will require one hour of preparation.

Courses are open to all teachers and will be accepted for credit in the field they cover for any certificate. They will also

be credited toward Normal School graduation, provided the applicant satisfies the entrance requirements for admission to the Normal School.

A fee of \$5.00 per semester hour of credit will be charged.

The opportunity to secure instruction in professional courses for teachers is without parallel. The increasing demand for skilled teachers as well as the new requirements of the State Department in respect to teachers' certificates, makes this opportunity of great importance to the teacher. The progressive teacher will make the most of the opportunity.

It is the policy of the school to establish extension centers at points most convenient to teachers and where they will be of the most service to the teaching profession.

For further information write your superintendent or communicate with the Principal, Slippery Rock State Normal School, Slippery Rock, Pennsylvania.

### SUMMER SCHOOL

The summer school at Slippery Rock State Normal School will be held June 18 to August 18, 1923. The purpose of this summer school is to meet the needs of teachers who wish to improve their professional standing; students who are preparing to teach, and those who wish to secure additional credit in the Normal School course. All subjects passed are credited toward the Normal School course. Special advanced work is provided for college and normal school graduates. Special emphasis will be placed upon Child Study, Primary and Advanced Methods, Rural School Problems, and Current Educational Problems.

Classes will be organized in any branch when at least five students apply for membership in the class.

### EXPENSES FOR THE SUMMER TERM

The registration fee will be \$10.00. Board and room, including light and laundry, can be obtained in the dormitories for the regular price of \$7.00 per week. Tuition in the Music Department will be on the same basis as during the regular terms of the Nor-





FOOTBALL SQUAD



BOYS' BASKETBALL



GIRLS' BASKETBALL



BASEBALL TEAM

mal School. For detailed Summer Term Bulletin, send inquiry to the Principal.

## REGULATIONS FOR STUDENTS

The discipline of the school is made as simple as possible. Self-control is the ideal sought. Students are expected to do without compulsion what is required, and to refrain voluntarily from all improprieties of conduct. The intelligent conception of duty and quickened conscience will generally result in a cheerful, voluntary obedience. That government is best that seems to govern least.

Regular attendance, good behavior, and hearty allegiance to all the interests of the school are expected of each member of the student body.

1. The bell announces the study hour at 7 o'clock. Each student is pledged to be in his or her room at work at that hour. At 10 P. M. all lights will be out and the building quiet.

2. *Guests*—Students are permitted to have guests in the dormitory under the following conditions:

(1) Meals in the dining room, 35 cents. Lodging, when rooms are available, 50 cents.

(2.) All guests will conform to the rules of the school.

3. *Recreation*—When weather is suitable students are permitted to enjoy the natural beauties of the country under proper chaperonage.

Optional activities are provided after dinner until 7 o'clock.

4. All students are required to be present at all devotional and general exercises in the chapel, unless excused. Attendance at religious services during Sabbath is required.

5. Students are required to take up enough studies to keep them, in the judgment of the Principal, sufficiently employed, but are not permitted to take up more than they can study with profit.

6. Each student of instrumental music will have regular hours assigned for practice, during which time no spectator can be present to interrupt the exercises or divert the attention.



7. No student may indulge in the use of tobacco in any of its forms in or about the building.

8. Young men will not be permitted to call upon the young women students without permission.

9. Disorderly conduct in the building is prohibited. Each student will be held responsible for any disturbance or damage to his room.

10. Students whose sense of honor and propriety cannot be trusted will be summarily dismissed. They will also be sent away whenever, in the opinion of the faculty, it is evident that they are pursuing a course of conduct detrimental to themselves and the institution.

## VISITORS AND VISITING

Calls on students at other times than during the hours of recreation interfere seriously with the object of the school, and are not allowed except in the case of necessity. Persons desiring to visit the school are invited to do so at any time.

Every absence from school duty subtracts materially from the progress of the student. Frequent visits home or elsewhere prevent the concentration of thought which true success demands. Parents are earnestly requested not to take the students away from their school duties unless it is absolutely necessary. Students are not permitted to visit home or be away from town without special permission from the Principal.

## APPLICATIONS FOR TEACHERS

School directors and principals often apply to us for teachers. We are always pleased to answer such requests by furnishing good teachers, but we are better able to do so near the close of each school year than at any other time. While the school aids its graduates to secure positions, it makes no promises to do so. It may be said, however, that for several years we have been unable to supply the demands made upon us for graduates to fill positions in various grades of schools. Persons desiring to secure our graduates should

therefore apply early. Great care is exercised by the Principal in recommending graduates for positions.

It must not be supposed that all persons who attend our school for one or more terms are good teachers. The graduates of the school are almost invariably successful instructors and disciplinarians.

### MAIL, TELEPHONE, EXPRESS

The school has four mails daily. Mail matter should be addressed: Slippery Rock, Butler County, Pa. The words "State Normal School" on the envelope of a letter or package will aid its delivery, and may prevent it from being sent to the wrong post-office.

The school is connected by telephone with nearly all parts of Western and Central Pennsylvania. Students will not be called to the telephone during study hours. Messages will be delivered if necessary.

Express packages should be addressed: State Normal School, Slippery Rock, Pa.

For further information address the Principal of the School.



# SUMMARY

## TOTAL NUMBER OF STUDENTS

1922

## Regular Courses

Seniors .....	}	Jan.	1
		June	91
		Aug.	26

Total .....		118
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Juniors .....		120
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Total .....	238	238
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## Special Courses

Seniors .....		3
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Juniors .....		14
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Total .....	17	17
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## Secondary (8-12)

## In normal—all in town

Grade 12 .....		41
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Grade 11 .....		23
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Grade 10 .....		44
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Grade 9 .....		49
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	157	157
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## Training (k-9)

## In Normal

Kindergarten-Primary .....		99
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Intermediate .....		57
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Junior High .....		56
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	212	212
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Spring Term .....		71
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Summer Session .....		858
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Extension .....		195
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Correspondence .....		5
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	1129	1129
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Grand Total .....		1753
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(Please tear this page out and send it to the Principal)

# **Application for Admission**

## **TO**

# **Slippery Rock State Normal School**

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DEAR SIR: I expect to enroll as a student in Slippery Rock State Normal School, Slippery Rock, Pa., on or about.....  
....., 19..... Please reserve a room for me in the {boys' }  
{girls' } dormitory. Enclosed find \$5.00 reservation fee.

I am a graduate of the.....  
High School, in the Class of 19....., having completed the full course of.....years in that school.

I am interested in the regular Normal School Course.

“ “ “ “ “ “ Health Education Course.

Respectfully yours,

Name .....

Address .....







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